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# Platform

Paul Johnson, author and journalist, argues that the better the education system the more likely it is to promote the inequalities inherent in individualism



## Rabelais hated it, Loyola loved it

In education I am on-agnostic: I simply do not know which is the best system of education, at any level. I very much doubt if there is a "best" system. In the last resort, it is the teachers that matter and I suspect that great teachers, those filled with the burning desire to impart knowledge, will flourish and even flourish in almost any type of school. So will clever pupils, though they may not admit it.

There is the interesting case of the College of Mont Aigu at the Sorbonne, noted in the 15th and 16th centuries for its fanatical zeal, harsh discipline and disgusting physical conditions (it was known as "the clove between the buttocks of Mother Church"). Of its famous alumni, Erasmus and Rabelais listed their experiences there. Loyola and Calvin spoke of it with the warmest affection. We have here a revealing division not on creed but on temperamental grounds; yet all four of these great men could be considered a credit to their academy and human testimonial to its quality.

None the less, it is wiser to keep ideology out of education. Of course all educational systems, throughout history, have tended to reflect the current values of society. That is natural and probably inevitable. But equally, the best teachers have always encouraged their pupils to be sceptical of the conventional wisdom. What is to be avoided like the plague is the introduction of narrow, sectarian views into the organization of education.

One such view is the proposition that educational policy should promote the pursuit of equality in society. This notion (the government itself can bring about equality) is itself a fallacy and a dangerous one, for it pursued relentlessly enough it produces tyranny. Equality of opportunity, like equality before the law, is a desirable and attainable objective. But it is nonsense to suppose that an educational system can be "egalitarian" in its results.

On the contrary, the better the system is, the more likely it is to reveal and promote the inequalities inherent in human individualism. Education is not about equality; it is about excellence. An educational system designed to promote equality can only operate by penalizing ability and rewarding indolence. It is thus a kind of anti-education.

We have not yet reached that stage here, but in Denmark the notorious "U-90 Plan" actually urged that particularly intelligent

and well-motivated children should be discouraged from learning and taught that the pursuit of their individual interests was "unfair" to the others and should be suppressed.

It stated that equality of results was more important than equality of chance, since it produced collective solidarity and group harmony. Hence in this instance it can be plainly seen that the use of education to promote equality denies equality of opportunity.

The truth is, equality is the enemy of justice. No healthy or effective system of education can be based on the infliction of injustice on individual children. Needless to say, the results of such crude experiments in social engineering, viewed from a national point of view, are bound to be disastrous—as is already apparent in Sweden, which has long objected its schools to sectarian ideology.

Only slightly less repulsive is the application of political theory to the structure and identity of schools. A school is not a statistical or bureaucratic concept. It is a living institution. It may be good or bad, but it has a corporate life of its own, to which teachers, pupils, parents and alumni all contribute. If it is a good school it is undoubtedly greater than the sum of its parts: it develops and transmits a tradition, which is of very essence of educational quality, so that both teachers and pupils strive to live up to its ideals.

To create such a benign tradition is very difficult; but it is lightening easy to destroy. Yet that is constantly happening in Britain. Whether the comprehensive system is desirable or not is a matter of argument. What was true was the manner in which hundreds of schools lost their individual traditions and corporate lives to bring about the new structure. Here, indeed, was a massacre of the innocent.

The transformation has not even brought the stability which any educational system needs to function well. Educational policy is still a

political football. It changes with every change of government, and those changes are often reflected in the destruction and refurbishment of schools.

faded, a cut in total expenditure or a fall in the birthrate is often used as the pretext for the slaughter of a fine school which does not fit with the ideological preconceptions of local government bureaucrats or councils run on strict party lines. I have been dismayed in its cover how easy it is for a local authority, which may be motivated by party dogma, to shut down a flourishing school, and how difficult it is for angry teachers, parents and pupils to prevent such a catastrophe.

How can we keep party politics and sectarianism out of education? Frankly, I do not think it is possible, so long as men and women are committed to ideologies which demand a total reconstruction of society. For many people, politics has taken the place of religion in their emotional and spiritual lives, and it is almost inevitable, therefore, that politics should invade the schoolroom, as religious sectarianism once did, and that the secular fanaticism will erode not merely the objectivity of the school structure, but the objectivity of what is taught.

By this I do not only mean the shuffling of curricula and textbooks, which is comparatively easy to spoil, but also the more insidious and far-reaching process of indoctrination, which is the most dangerous of all. Among the dangers of indoctrination is the danger of the school producing results incompatible with its beliefs, or worse, that it produces results which are the opposite of what it professes to believe. In following the truth, the school may be destroyed, but the truth is not destroyed.

That, I think, is the object of the current educational policy in Britain. It is to destroy the truth, the object of education, by the destruction of the institutions which have brought it about. It is a tragedy, and it is a tragedy which is being played out in front of our eyes.

## NEWS

### Block grants attacked in independent report

by Biddy Passmore

The Government's proposals for a new system of local government grants are being heavily criticised in a report by the Independent Commission on the Future of the Central Government. The report, published last week, says that the proposals are "a disaster" and that the Government is "in a desperate position".

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## NEWS

### Budgets slashed by Whitehall decision to 'cap the pool' Polys face drastic cuts in staffing

by Biddy Passmore

Polys face drastic cuts in staffing. The Government's decision to cap the pool of polytechnic budgets has led to a sharp reduction in staffing levels across the sector. The report states that the Government's decision to cap the pool of polytechnic budgets has led to a sharp reduction in staffing levels across the sector.

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### Mr Heseltine cancels voting ban on parent councillors

by Sarah Bayliss and Stephen Cohen

The Department of the Environment has decided to overturn its previous ruling and to allow councillors who were children at state schools to vote on meals, milk and transport charges. This about-face came immediately after a debate on the Government's Education Bill had ground to a halt on Tuesday.

The morning session of the Commons' standing committee, which is considering the Bill, was taken up with points of order and with demands that the Attorney-General should appear before the committee to explain the law.

The row was over a ruling by Lord Hailsham, under-secretary of state at the Department of the Environment, that two Warwickshire county councillors could speak, but not vote, during a county education committee meeting on charges for meals, milk and buses. This ban was implemented because the councillors had children at the school, which was being considered for a grant. It was held that they had a "pecuniary interest".

Labour MPs in the standing committee asserted that this was a constitutional monstrosity. Democracy was being undermined and the committee's work affected because major decisions of the Bill dealt with charges. Some Conservative MPs were just as outraged.

The fight had all the makings of an inter-departmental war between education and environment ministers. The DES—on the receiving end of many protests—was championing the "parent-councillors" cause.

Under the Act, dispensation to vote could be raised on the issue of half the councillors were affected or if the political balance was upset. The DES had refused to acknowledge that schools meals and so on were "public services"—a definition which would free councillors to vote under Section 97, subsection 4.

A precedent for blanket dispensations was set in September 1973 when all councillors who were council tenants were freed to speak and vote on housing matters.

Another general dispensation for voting on meals, milk and transport charges is to be issued shortly by Mr Heseltine. This was announced by Dr Rhodes Boyson during the Education Bill committee meeting on Tuesday evening.

Earlier, in the committee, Mr Christopher Price, Labour MP for Lewisham, West, said the Government's law officers should be asked to provide an explanation of the law. It was impossible for committee members to propose amendments to the Bill if they did not know the consequences as far as councillors' voting rights were concerned. "We are in a grave, very important constitutional difficulty," he said.

Mr Price said that when he was a member of Sheffield education committee he had taken decisions about new furniture and extra teachers for the infants' school which his children attended. Were it not for a seven-year rule, limiting prosecutions, he would find himself liable to be hanged.

Conservative MPs also expressed their concern. Mr Malcolm Thorburn, Liverpool, said: "by between education and environment ministers. The DES—on the receiving end of many protests—was championing the 'parent-councillors' cause."

Mr David Morris, a Liberal councillor on Devon education committee, raised the issue with the Department of the Environment last October. On Wednesday, he welcomed the announcement, but added: "It has come rather late in the day."

## Personal column

### Gerry Fowler Wrong road to salvation

Oxford and Cambridge. At the last they ensured that their children went to a grammar school. This was apposite in the sense that such schools had catered for the children of merchants and the like middle classes. It was apposite in the sense that the "grammar" which was part of their name—what would now be called literacy, numeracy, and the skills of communication—was but a small part of the necessary equipment of the modern entrepreneur. There was no technology there. Rather, the social and educational practices of an earlier age took over those whose destiny was to forge the future.

This could not last. It was German investment in scientific and engineering education which first awoke us to the danger—for it seemed to be accompanied by an industrial success that soon rivalled our own. Since then the universities and the colleges, and only in their wako Governments, have made strenuous efforts to develop technological education, most recently through the GATs and then the polytechnics. But it was too late. The pattern for the education of the aspiring member of the new upper middle class was set: he must have the education of a gentleman.

Meanwhile, the children of the new industrial workforce received no or little education, and when they did it was an education which fitted them only to occupy their role in society successfully—as factory hands. Universal education was from the outset stratified education. There was at first almost no route upwards available to talent. When escape-routes were created, the system was already too strong. Notoriously, the majority of those selected for grammar schools after 1945 were of middle-class origin, but less attention has been paid to the fact that most of them were educated in a gentlemanly rather than that of an entrepreneur.

In this highly stratified society, the workforce was able to subsist on wages low by international standards for developed countries, by virtue of

### Birmingham schools in big move to micro-chips

by Richard Garner

A £30,000 programme—the largest in the country—is bringing the silicon chip revolution into Birmingham classrooms.

Already more than a third of the city's 110 secondary schools have been equipped with micro-chip processing units—costing more than £1,000 each. More could follow when the new financial year begins in April. If there is enough money up to 70 schools could share the new technology.

The drive follows an offer by the education department to meet half the cost of the new units—if the schools find the rest of the money from their capital allowances.

Mr Neil Semmings, chairman of the city's education committee, said: "The education service needs to be in step with what is happening in the world outside. It must also, however, be ahead of developments if possible—especially in an area like this which is the industrial centre of the country."

According to Mr R. E. J. Lewis, the Director of the Schools Council's computers in the curriculum project, Birmingham and the Inner London Education Authority are leading the way in bringing the micro-chip revolution into schools.

Mr Lewis said: "Quite a lot of authorities are making significant strides in this direction—although perhaps not on the scale of Birmingham and the LEA. During the past eighteen months or so, there has been a growing awareness of the importance of making progress in this field of education."

### Call for inquiry on gay student

by Stephen Cohen

The Liberal Party joined forces with students at Leeds University this week in calling for an inquiry into the university health service after doctors refused to issue a certificate of fitness to a homosexual student.

Mr Geoffrey Brighton, a third-year biology student, claimed last week that he was a victim of discrimination because he is a homosexual. He needs the certificate before he can start on a postgraduate education course to qualify as a teacher.

But doctors at the university student health centre will not issue the certificate until he sees a psychiatrist. Mr Brighton, after taking legal advice, refused to do so.

The Liberal Party's handling committee discussed the case last week and issued a statement deploring the health service's attitude. Homosexuality was not a ground upon which a certificate of fitness to teach could be refused to an otherwise suitable and qualified person, the statement said.

The Campaign for Homosexual Equality has also taken up Mr Brighton's case. Mr Barry Jackson, chairman of the CHE discrimination commission, which monitors such incidents, said he was being pressing for an inquiry. He said he was "staggered" at the prejudice displayed by doctors at the health centre.

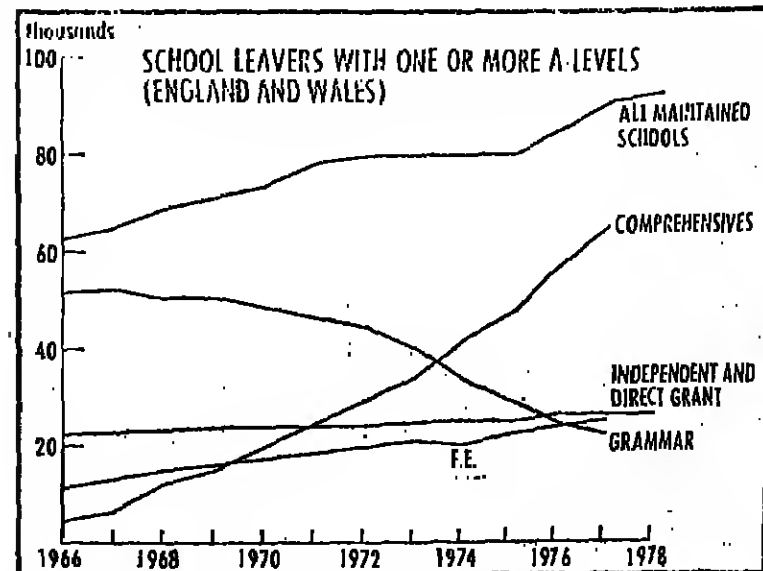
Dr Ian Fraser, head of the health centre, said the medical report had to take account of any "evidence of abnormal personality and behaviour."

### Miss A. P. Ramage

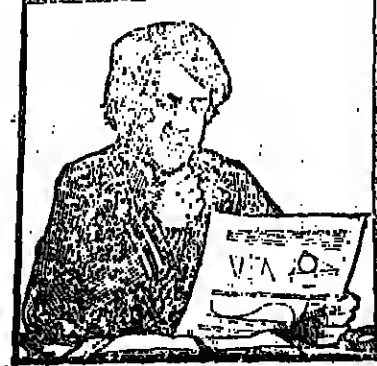
Miss A. P. Ramage was recently elected to the House of Commons. She is a member of the Conservative Party and has been elected as the Member of Parliament for the constituency of...



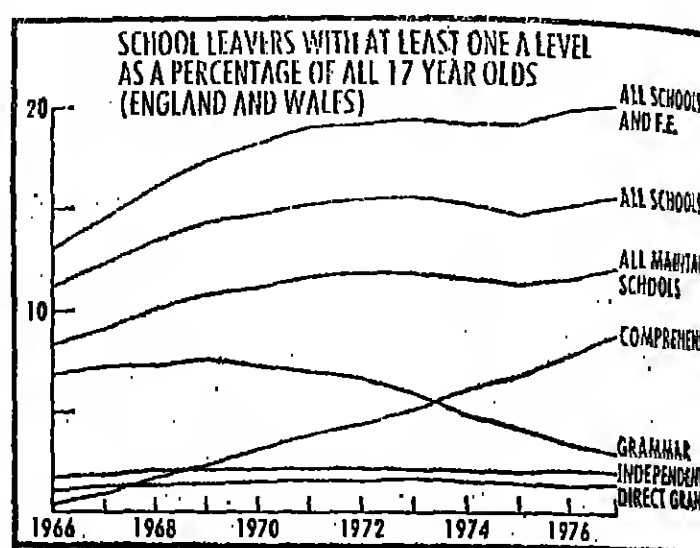
## NEWS



The upward trend of young people leaving school with at least one A level now seems to be back on course.



Philip Venning  
explores the  
facts behind  
the statistics



As grammar schools disappeared, the results of comprehensives inevitably rose. The graph for all maintained schools shows that the net effect of the changeover has not been dramatic.

## A level absolutes?

Over the past 10 years an unwavering one-in-six pupils left English schools with at least one A level, according to recent figures from the Department of Education and Science.

At first glance, this seems to dispense of the rival claims that the introduction of comprehensives has either had a disastrous effect on A level standards or has resulted in a spectacular increase.

Why then is there so much argument and apparently contradictory evidence about A level results? People may be forgiven for thinking that there should be straightforward, unambiguous figures for A level results in different types of school, and that at least one side must be fools or knaves. In practice this is not so. Shortcomings of the statistics, some slight confusion of purpose, but largely differences of interpretation allow both sides to put forward a respectable case.

Fundamentally both sides are trying to answer an unanswerable question: what would exam results have been if comprehensives had never been thought of? In practice this means trying a number of statistical second-best—such as comparing results from remaining grammar schools and secondary modern schools with those from comprehensives, or looking at exam trends over time.

There is also the subsidiary difficulty of deciding just what "exam results" to look at—the number of passes, or the number of students with passes, for example—and which time period is appropriate.

A good starting point is to look at the various graphs of total A level results in all maintained schools. If the general trend line changed direction once comprehensives became fully operational it ought to be argued that this was evidence of the effect of reorganization.

Last December Mr Raymond Baldwin, the chief statistical critic of the comprehensive system, published an analysis of A level passes as a percentage of school leavers. This showed a steady rise in various main subjects such as English and maths, in the 1960s followed by a slackening off, and in the case of French a marked decline, during the 1970s.

The same pattern was more or less true both for the absolute number and the proportion of school leavers with one or more A levels (see graphs), though figures obtained by the DES for 1978 suggest that any slackening was short-lived, simply a minor deviation from the overall trend.

Was this slackening off the result of comprehensive reorganization, which really only came into effect during the 1970s? Mr Baldwin concluded that "whatever the degree of causal connection, the timing cannot be disregarded".

Statistics alone can never prove that one thing caused another. The decline in the 1970s might be because of any number of other possible factors, such as an anti-academic feeling among the young, the poor quality of new teachers, or harder exams, to name a few. Some of these may be indirectly linked to comprehensive reorganization, others may be quite unrelated.

Perhaps the explanation is rather simpler: some of the graphs hint that A level results are on the way up again (and not just because of a rise in the 17 to 18-year-old population). The hiatus in the early 1970s could have been the result of a temporary disruption caused by the reorganization process itself, and now that schools are beginning to settle down, the old trend may reappear. Raising the school leaving age may have had a similar disruptive effect.

One of the disadvantages of Mr Baldwin's original figures is that they are based on passes as a percentage of all school leavers, which includes the majority of young people who leave school at the minimum age. So changes in the graph may be more to do with changes in the numbers deciding to stay on and the size of the 16-year-old age group than in A level performance.

In the case of overall figures, this is not so important. But it is significant when comparing selective schools, with a high staying on rate, with comprehensives. A rather better measure is to take A level results as a proportion of the "relevant age group", which allows for the fact that the 17 to 18-year-old age group was falling in the late 1960s, levelled out in the early 1970s, and started rising again in 1973.

A separate and more contentious statistical question concerns whether passes or leavers with A levels are a better yardstick by which to judge a school's performance. This is partly a matter of educational philosophy, but it is as creditworthy for a school to produce one extra pupil with one A level pass as to enable another pupil to achieve three rather than two passes?

Though the DES does publish figures for passes, many of their tables are based on leavers with one or more A levels.

This table illustrates the effect of adjusting results as a proportion of A-level candidates rather than the 17-year-old age group (the vast majority of A level candidates are still 17 on January 1st, the date on which the figures are based):

Leavers with one or more A levels	71-73	73-74	74-75	75-76	76-77
All leavers	18.8	18.8	18.8	18.8	18.8
17-year-olds	18.8	18.8	18.8	18.8	18.8

Though the differences are small, they show that it is possible to have one graph going up at the same time as the other is going down. In terms of actual numbers, these fractions are quite important.

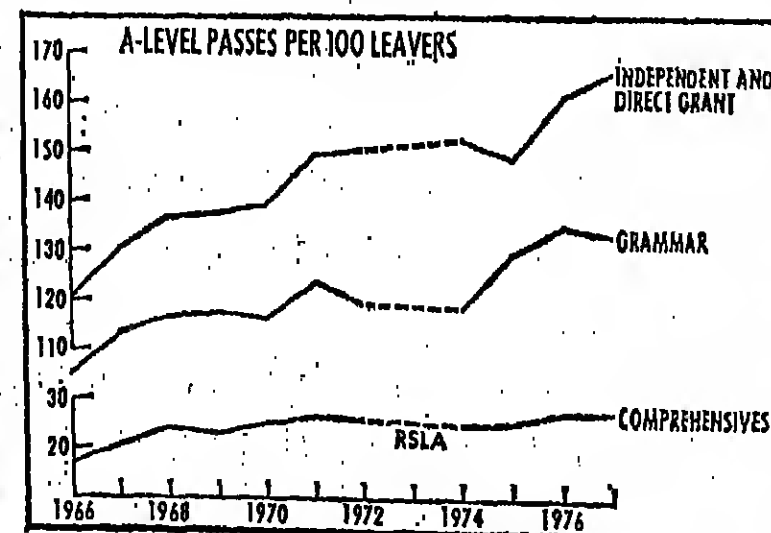
For example, in 1967-68, a total of 68,800 pupils left English and Welsh maintained schools with at least one A level. By 1970-71 the figure had reached 78,230, and by 1977-78 it was 92,500. In other words, a large part of this growth occurred in the 1970s, even though in proportionate terms the graphs appeared to have reached a plateau. Another method of looking at the performance of comprehensives, adopted by Mr Baldwin, is to compare their examination results directly with those of the remaining selective schools.

At the outset it should be said that however much comprehensives

may have affected total A level results, there is still a huge gross discrepancy between the results of comprehensives and selective schools. In 1978, some 56 per cent of leavers from English independent schools, 71 per cent from direct grants, and 52 per cent from the remaining grammar schools, had at least one A level, compared with only 12 per cent of leavers from comprehensives. It is also worth noting that high fees at independent schools by no means ensure that a pupil leaves with one, let alone two, A levels.

A casual look at the graphs for leavers suggests that something disastrous has happened to grammar schools and that comprehensives are a runaway success. This of course largely reflects the fact that as more and more grammar schools have been absorbed into the comprehensive system, so the exam performance of comprehensives has risen.

The number of pupils in grammar schools rose during the 1960s to a peak in 1966, which meant that they took their A levels in 1972-73, often in schools that were nominally comprehensive. The flinching out in the graphs for leavers with one or more A level appeared to have



A level passes in comprehensives were on a plateau while they were rising in the remaining selective schools.

started before then. Does this exaggerate comprehensives? It all depends on the rate at which grammar schools were being absorbed. Even so, if comprehensive results were being artificially inflated by former grammar school pupils, it might be reasonable to expect the graph for comprehensive results to start sagging once this influx had passed through. It does not.

Undoubtedly, one of the biggest problems that crop up when trying to compare the performance of comprehensives with selective schools is "creaming". Many schools which are called comprehensive coexist with grammar schools which cream off their brightest pupils. They are, in effect, no more than renamed secondary moderns. This inevitably depresses the comprehensives

results and raises those of the selective system. There are ways of making allowances for this, some of them involving questionable statistical assumptions. But the net effect is to show the comprehensives in a more favourable light.

Mr Baldwin's strongest indictment of comprehensives comes from figures for total passes as a percentage of leavers from the different types of school. In absolute numbers the rise in comprehensives is impressive—from 9,710 passes in 1966 to 154,360 in 1977. But in percentage terms the schools seem simply to have kept to a constant output, while both grammar schools and independent and direct grant schools, were improving their performance (see graph).

It has been argued that as comprehensives have become widespread, the remaining grammar schools have become more selective and on increasing number of parents of bright children have re-joined the state system and sent them to fee-paying schools. Even if true, it seems unlikely that this would fully account for the fairly steep rise in the graph.

Last December 21 the DES carried a letter from two members

of the Education Committee. In 1966 an extra 8,720 extra passes were passed at least one A level, further education colleges, 20,210 students in 1977. The net effect is to show the comprehensives in a more favourable light.

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For more information, write to: Mr. Ernie Heath, Manager, Community Affairs, National Westminster Bank, 41 Lothbury, London EC2P 2BP, or telephone him on 01-606 6060. Ext. 3128.

مكتبة الأصل



## Black leavers find life on the dole harder to face, researcher says

Young black people find unemployment harder to cope with than do young whites, according to research from the University of Liverpool's sociology department.

The research, funded by the Department of Employment and conducted in Wolverhampton of the area of last year, shows that West Indian parents and children have higher educational and job aspirations than white people from the same background. But their educational achievement lags behind that of whites.

The author of the research, Mr Ken Roberts, speaking last week at a Sociology of Education conference at Weat Hill College, Birmingham, said: "Many black school-leavers expect a better deal. They would like to work and be successful."

"They will work for decent money or to jobs with genuine prospects, but they reject the 'rush' offered to the unemployed, preferring to remain jobless—and refuse to expose themselves to demeaning pressures in careers centres and social security offices."

Most black school-leavers were trying to add to their qualifications, and those with the best qualifications had the worst employment records. "Sub-cultures in which joblessness is not only accepted, but in which individuals are supported in declining the only type of work they are likely to be offered, have now taken root in many black communities."

Sarah Seguro.

## Alternative education 'could solve society's problems'

Alternative education could solve the problems of a society faced with economic stagnation, dwindling energy supplies, increased use of microprocessors and a possible nuclear holocaust, Dr. Roland Meighan, of the University of Birmingham, told the conference.

Expensive resources like school buildings could be avoided, self-sufficiency encouraged to ensure "the good life" and, with the increased leisure time, people would be able to take a more active interest in their own and their children's education.

Dr Meighan said that "education otherwise" was very exciting because it had started a shift in education thinking.

As a system it now attracted about 200 families who dissatisfied with the existing process, were looking for ways of educating their children or home within the scope of the 1944 Education Act.

Although "education otherwise" appeared a radical system Dr. Meighan said: "What emerges when you start to apply educational ideology to it is a much more diverse picture." In sociological terms it was not radical. The diversity of opinion was as wide as the education system in general.

What was being challenged was the location of education and to a limited extent the professional guidance.

## SPECIAL ANNOUNCEMENTS

### The Dartington Conference New Themes for Education

Education and the Idea of the Self - 1st - 13th April, 1980  
The 1980 is an annual series of conferences concerning the transformation of education and society. A programme of lectures, discussions and presentations of innovative projects. The Physical Self, the Emotional Self, the Aesthetic Self, the Relictive Self, the Integral Self and the Self and the World.

Mark Brabant, Philosopher of Education, Organizer of the Dartington Conferences.  
The Venerable Lorne Chalmers, Head of the Theology Section, The British Library.  
Marilyn Ferguson, Editor of *The Brain*, *Mind* Bulletin.  
Chang-Lien Huang, Tai Chi master, author of *Embrace Tiger, Return to the Mountain*.  
Barbara Hubbard, President, The International Committee for the Future.  
John and Toni Lilly, Directors of The Human/Dolphin Foundation.  
John Whitmore, Director of "The Inner Game".  
John Lane, Founder and First Director of the Dartington Hall Trust.  
John Newson, Secretary, The Tallard Centre for the Future of Man.  
Cecilia King, Head of Theatre Department, The Dartington College of Arts.

Also taking part are: Peter Abbs, Graham Cery, Claude Curlew, Guy Dauncey, Mary Fulkerson, Helen Hall, David and Charles Holliman, Peter Hulton, Robert Jermain, Kit Nixon, Renjen, Ray Robinson, Henryk Skolimowski, Don Stenbury, Don Wilde.

For full information write to the Secretary, The Dartington Society, Dartington Hall, Fines, Devon.  
Telephone: Fines 262241 x 45.  
A limited number of bursaries will be available.

## School to work

### High Court tests exams-on-the-dole call

The High Court is being asked to rule that unemployed young people have a right to attend ordinary sixth form lessons part time without losing the dole. If the action succeeds, it will open the way for thousands to return to school to study for examinations.

As the TES reported earlier this month, the Department of Health and Social Security is about to extend to schools the concession under which the unemployed can already spend up to 21 hours a week at a further education college while drawing benefit. But the department intends to restrict the arrangement to schools prepared to offer special "further education type" courses.

The High Court action is being brought by a student in a Coventry school, who is appealing against a local authority's decision to uphold the DHSS's refusal to pay him benefit. The student is one of a number studying for O and A levels.

The Department of Education and

Science has now persuaded DHSS to relax the rule on understanding that the young people will be taking further education which happens to be run on premises, and not really at school.

But Mr Derek D'Oro, head of Sidney Stringer's sixth form department, who together with a local Mr Bill Wilson, is encouraging the student to bring the appeal, said: "It is absurd to restrict the concession to schools."

Behind the DHSS's attempt to restrict the concession is the fear that it may be used as a backdoor means of getting a maintenance allowance by ordinary sixth formers who will stay at school and sign on for benefit. It is this fear that has prevented the DHSS until now from extending the arrangement to schools except in one or two areas where there is high unemployment and an acute shortage of college places.

### Redundant apprentices build homes

Redundant apprentices and youngsters on training courses are being used to build council houses and to carry out building work for charities. Their wages are being paid by the Construction Industry Training Board and the Manpower Services Commission.

The board has taken on the apprentices, made redundant by building firms, under its award scheme and arranged for them to continue their apprenticeship working on special building projects under its Site Training Scheme.

The projects include eight old people's homes at Holton, Lancashire, and a craftshop at a home for the handicapped at Stonehouse, Gloucestershire.

The scheme started in 1976, when recession hit the building industry and the board decided it must act to avoid displaced youngsters drifting out of the industry. Projects have only been undertaken where local employers and unions agree



These council houses at Holton, Lancashire, were built by redundant apprentices and unemployed young building trainees under a Construction Industry Training Board scheme.

that they would not otherwise be carried out by ordinary labour.

Most of them are in or near areas of particularly high unemployment. Some of the projects are carried out directly by the board, while others through building firms who use the apprentices and trainees for the labour.

The £80,000 contract for the Holton houses, undertaken by a local firm which says that the results have surpassed a target set by the board. The council's manager, who could not afford to get the work repolished, asked the board for help on how to do it themselves. It was offered the services of trainees, for whom it provided an apprenticeship.

On the Gloucestershire site,

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## National Union of Teachers' Education Conference

## A level entrance hurdle 'will not improve' quality of teachers

by Bert Lodge

The wisdom of insisting on all future teachers having two A levels was questioned in the teacher education section of the National Union of Teachers' education conference last week.

To murmurs of agreement from an audience mostly of teacher trainers, Miss Margaret Mader, head of Biltington Green comprehensive school, asked, "Where does the idea come from that the quality of teachers is going to be improved by the A level entrance?"

She also warned against closing the door to mature entrants, called for more black teachers and made a plea for in-service training aimed at the needs of the school rather than individual teachers.

Miss Mader said she could not see the correlation between possessing A levels and intellectual calibre. "For the new teachers coming into school the development of a personal authority is more important than the cultivation of academic rigour," she said.

As a former lecturer in a college for mature entrants, she said she had been impressed by the quality of students. "Are they to be kept out now by teacher training institutions sticking rigidly to the two and three A-level requirements?"

If it were to be acknowledged that we were living in a multicultural society, then we ought to have more black teachers, Miss Mader argued. If 30 per cent of the pupils in a school came from the Caribbean then 30 per cent of the teachers should also.

She would also like to see more women in responsible posts, or teaching technical subjects and men taking home economics.

Miss Mader was critical of the thinking behind in-service training. It was aimed at the individual, she said, instead of being designed to the needs of the school.

Mr Del Gaddard, warden of a London teachers' union, pointed out that a lot of local authorities' money which had been earmarked for in-service training was being spent on full-time secondments of teachers. "Is that the best use for it?" he asked.

On the same topic of how available resources were used, Mr Jack Babinbridge, senior inspector,

Sunderland, told the conference that in one Scottish college of education, Hamilton, the staff-student ratio was as low as 1:4.7 at the beginning of this academic year. Even at Notre Dame, the least favourable, it was no more than 1:5.6.

It seems that the target bands of the pending committee do not apply in Scotland, he said.

Mr Babinbridge also said that according to the latest available figures (for 1977) just over 35 per cent of teachers were under 30, and 54 per cent of those were on Scale One.

"This may be seen as an area of discontent, disillusionment and frustration resulting from poor promotional prospects, and sagging morale. The Burnham scale should be secured to contraction. Incentives are needed for this very large group."

The ending of teacher training staff together with the problems of keeping up with modern practice were further areas of concern, Mr Babinbridge said. He had heard recently of a primary school science course to be put on by a polytechnic education department where five of the six lecturers teaching the course had no experience at all of primary teaching and all had been out of schools away for an average of 10 years.

"The teaching profession itself should assume the major role in training teachers," he said.

Mr Frank Harris, chairman of the NUT teacher education committee and lecturer in education at York University, said that mathematics and science graduates were still exempted from training if they wished to teach. "Only a limited society can allow such a state of affairs to continue," he said.

Mr Derek Mortimer, dean of the faculty of education, Wolverhampton Polytechnic, said the output of teachers from the programme might soon be sufficient to furnish all the staffing requirements of secondary schools. This would mean the BEd output would go only into primary and middle schools.

"This would be contrary to the whole notion of professionalism," he said.

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## Staff shortage threatens core, Lady Young says

by Sarah Bayliss

The government's new plan for a core curriculum is at risk because of the serious and persistent shortage of teachers in mathematics, sciences and modern languages, Lady Young, an education minister, admitted to the National Union of Teachers last week.

Addressing the union's education conference, Lady Young said she was worried by the shortage "since it clearly prejudices the chances of getting the core right."

Lady Young said the DES was analysing 1977 figures which showed a high proportion of unqualified staff teaching maths and a similarly high number of qualified mathematics teachers in other educational posts. The latter might be mathematics teachers promoted into senior administrative posts, but the figures would be studied to establish "sensible re-deployment," she said.

One long-term solution was for teachers to point out to their best able in teaching, said Lady Young, a suggestion which made her audience laugh.

Later the NUT's junior vice-president, Mr Peter Kennedy, explained that teachers worried about paying mortgages would think it irresponsible to direct youngsters into the same low-paid work.

Lady Young said short-term solutions would include encouraging married women to return to teaching after they had raised a family.

Later a woman teacher said she welcomed Lady Young's remarks on married women but so far the Cur-



Lady Young: "It clearly prejudices the chances of getting the core right."

riculum government had done nothing to help. A full nursery school programme was necessary before women could return with confidence.

Mr Ray Walker, an under secretary of the DES, emphasized that there were now more teachers in work than ever before, and there was no risk of a general shortage emerging in the 1980s. He criticized those who were "revving up."

In her speech Lady Young announced she would begin consultations on Framework for a Curriculum next month, hearing the

views of teachers' associations, authority associations, the C of E, the TUC and CIL. Comments were welcome from any source. A revised framework would then be published and consulted, she said.

One teacher questioned the curriculum's suggestion, put among others last week, that secondary school children should have a foreign language for at least two years. "Let's face it, most have enough difficulty with their own language and we need to teach them that," she said.

At the start of the war he was torn between pacifism and anti-fascism, and compromised with the Field Ambulance Corps. He saw plenty of front-line action, refused a commission, and was court-martialed for refusing to salute officers.

He went to Oxford on an ex-servicemen's grant, and hated it. His arrogance and elitism. After a spell with Popper at the London School of Economics, and a psychology job at St Andrew's University, he joined the new, lavishly funded Social Psychology Research Unit at the Maudsley Hospital, to work on

handicap.

Dr. Noel O'Connor and Dr. Albert Kishicki described the prevailing dogma and policy beliefs of the time. There was enormous commitment to improving services for the handicapped.

But improving services at the time meant building bigger and better mental hospitals with more and more medical staff. Meanwhile, psychologists were busy measuring degrees of "ineffectiveness" in handicapped people, and psychologists had to find information about just how many handicapped people existed for them.

Tizard and his associates struck out on new, often radical lines—and so laid solid foundations for a policy of keeping handicapped people at home, using normal facilities where possible and setting up special services on a local scale.

They found congenial ways to educate the "handicapped." They invented techniques to measure how and why big hospitals were failing places for patients. They pioneered local studies mapping the prevalence of handicap.

And they did a piece of action research whose fame reverberated around the world. They took a group of bright, severely handicapped children, put them into a domestic setting with staff trained in advanced nursery techniques, and measured their progress against a control group in hospital.

The results were dramatic—and a powerful film of the Brooklands experiments helped to disseminate the findings and spur demand for new approaches to handicapped children. (The Warnock report is the latest in a long line of policy docu-

## Virginia Makins assesses the iconoclastic career of Professor Jack Tizard

## Radical champion of the handicapped

Professor Jack Tizard's memorial meeting in London last week was a cool, almost formal assessment of the famous life of a man who died last August at the age of 60, after a career that radically changed attitudes to the handicapped, and greatly increased knowledge about young children.

As a succession of speakers—mainly academic colleagues—described his work, the sense of public duty grew. In times of arbitrary and unplanned cuts in health, education and social services, Tizard's optimistic (and proven) belief in the possibility of improving things by carefully directed empirical and action research seems particularly needed.

As does his capacity to fight, tirelessly but effectively, in bureaucratic corridors and on committees for policies and resources to improve public services, and for the testing of new ideas in practice.

He was, as several speakers said, angry and impatient about many things: about sloppy academic work, or pure academics who, as Dr Bill Taylor put it, "sought safety in nipping," and increasingly about the growing callousness in public attitudes to continuing injustices and deficiencies in public services.

But personally he was relaxed, endlessly approachable, civilized and funny—and he had, as Dr Chris Kiernan said, an unusual ability to "focus people's work and release their energies."

His own energy was perhaps released by his non-English background, described by his wife and colleague, Dr Barbara Tizard, at the memorial meeting. He was born in a remote part of Northern New Zealand, and went to school and university there on scholarships.

At university he played rugby, became an editor, socialized and studied psychology and philosophy. Karl Popper had recently fled to New Zealand, and Tizard was a favourite pupil.

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ments working out the implications of Tizard's work.)

Tizard was also the progenitor of the famous Isle of Wight study that monitored the progress of normal children through schools. The study provided useful data for policy makers. For example, the Billcock Committee on reading and developed to feed much educational research. For example, Michael Rutter's *Fifteen Thousand Hours* has its roots in the Isle of Wight.

In 1964 he moved to the London Institute of Education as professor of child development. There, he wrestled with some 30 committees to set up a master's degree appropriate for a variety of professionals dealing with children.

He switched to being research professor seven years later, and in 1974 managed to get funds (mainly from the Department of Health and Social Security) for his brainchild, the Thomas Coram research unit.

The idea of the unit was that researchers from a variety of disciplines—pediatricians, social scientists, psychologists, educationists—could go in long term for related studies about both normal and handicapped children and their families.

And, most important, the research should have direct implications for policy and public services. "The investigator is charged with the task of making practical recommendations," Tizard had said at his inaugural lecture at the institute.

Most Coram studies have sent ripples over pools of received opinion and policies. A study of

"good" childminders showed that even people with relevant professional training make a pretty bad job of looking after other people's children. And, last week, Dr Barbara Tizard revealed some up-to-date findings about nursery school practice.

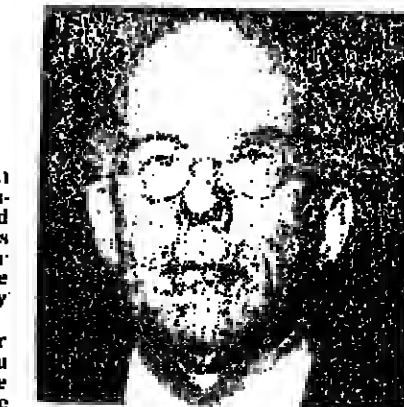
At the end of his life Professor Tizard was still fighting for moralistic funding of the unit. He argued that unless academics in the field were funded for long-term research, allowing them to improve techniques and make connections, they would only ever be able to answer questions on a most superficial basis.

Now the Thomas Coram unit is looking for a new director to continue the work, and renegotiate its contracts with the DES that made

possible. It will be a hard act to follow: not many people have the academic distinction and range, clear sense of priorities, ability to work with all kinds of people and commitment to practical applied research of Jack Tizard.

It will be a hard act to follow: not many people have the academic distinction and range, clear sense of priorities, ability to work with all kinds of people and commitment to practical applied research of Jack Tizard.

It will be a hard act to follow: not many people have the academic distinction and range, clear sense of priorities, ability to work with all kinds of people and commitment to practical applied research of Jack Tizard.



Professor Tizard: optimism and a capacity to fight.

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71.581

## Labour prepares ground for war on the independents

by Stephen Cohen

The background paper says: "If a former direct grant school—Manchester Grammar School—enters the scheme and agrees to teach 50 per cent of its annual admissions (perhaps 100 pupils) from the L.E.A. primary schools, it could do so regardless of any opposition from Manchester L.E.A. (which has 83 per cent of its pupils in comprehensive schools)."

"This means that an L.E.A. elected on the platform of providing a fully comprehensive system in its area will have that system totally undermined by central Government by a back-door method."

"This is flying in the face of Mrs Thatcher's promise that those local authorities that wished to stay comprehensive would be free to do so, the document says."

But grammar schools will also be creamed off by the Independent sector. Up to 20 per cent of potential two A level candidates in some areas could be lost to the state system.

"Juggling off" pupils in the top

ability range would deprive schools of a core of high achievers "whose presence contributes to the stimulus and motivation of their peers".

Teachers would be demoralized and smaller sixth forms could result drastically reduced.

"In short, the educational standards of the comprehensive schools would decline and the 'top' schools, as a result of such self-selecting as a direct result of the Tories' selection policy."

Selection tests, which would be set by private schools, "could lead to the curriculum in some primary schools being geared to the needs of the minority of pupils wishing to enter such schools. It would also result in some schools beginning to select their most able pupils for the would be transferred resources the low and average ability pupils to helping the most able to enter independent schools."

Parents would resort to private coaching and cramming.

Tax and rate payers already subsidized the private sector by as much as £122m in 1977. The schools got tax and rate relief because of their charitable status.

Some local authorities bought places or paid for fees, and central Government paid for the children's overseas service and diplomatic personnel.

If the most eminent public schools look part in the scheme, existing fee payers would be displaced into good "independent schools" into the scheme. If they refused to take part then the assisted places would be provided in these second-rate independent schools whose reputation has been flagging.

The paper says that "one of the most hard-bitten and educationally authorities should be encouraged to have off some of their own best schools into the private sector so

that they can then join in a scheme.

It would not be poor families, which would benefit, but the pupils of the well-off homes. In the direct grant scheme, only 7 per cent of the places were occupied by children with semi-skilled or skilled fathers, who accounted 30 per cent of the population.

Labour believes that this would hire economists to prevent their income was low enough them to qualify for a grant at the means test.

Other items being considered the education sub-committee are charging full-time fees for independent schools, making them repay their grant in part if they charge fees, and ending charitable status of the schools.

The Secretary of State has described the scheme as "able if it were not so small."

A statement from the executive said the scheme "depressingly illustrates the achievements and needs of the country's maintained schools."

They propose to remove brightest 10 per cent of children in those schools and, in the short term, to set them on the one hand, performance humanitarian rescue operation on the other, stimulating the maintained schools into becoming competitive and so raising standards.



## OVERSEAS NEWS

United States

## Carter gives young jobless priority

by Clive Cookson

WASHINGTON  
In what the White House calls the major domestic policy initiative of this election year, President Carter has proposed a \$2,000 million a year expansion of the country's youth employment programmes. The new money will be added to the \$4,000 million which the Government already spends on job creation, training and work experience for the 16 to 21 age group.

Half of the additional funds will be spent by the Department of Labour to help unemployed young people who have already left school. The Labour Department already has an impressive record of programmes to train young people and help them find jobs, and these will be strengthened and consolidated.

The other half of the money—\$1,000 million a year from 1982—will go to the new Education Department for distribution to the poorest 20

per cent of the nation's 15,000 school districts. They will use the funds primarily to teach basic skills—reading, writing and mathematics—to low-achieving high school pupils.

A White House task force on youth employment led by Vice-President Mondale, whose work last year was the basis for the President's initiative, found that many employers would not hire youngsters from deprived areas, whatever financial incentives the Government gave, because so many of them were functionally illiterate. According to a White House official, a recent informed survey showed 42 per cent of black 17-year-olds to be functionally illiterate. That is why the President decided to make the improvement of basic educational skills a major part of his youth employment programme.

In addition to basic skills training, some of the money is to be used to ease the transition from school to

work. Vocational education will be strengthened and better links forged between schools and local employers. More funds will be available to subsidize part-time jobs for youngsters who are still in school.

So far the President's proposals have to be sketched out only in fairly general terms. More details should become available when the White House sends Congress legislation to implement them—a Bill may be introduced next month.

Although Congress is not in a mood to increase government expenditure (except defence), observers expect members to give the youth employment initiative sympathetic consideration, if only because it has already been endorsed by a formidable array of lobbyists, including labour unions, education associations, black groups and urban organizations.

If Congress agrees, the new education and employment programmes will be phased in over two years.

## California tax axe raised again as voucher scheme falters

WASHINGTON  
California voters will not after all have a chance to vote next summer to introduce an educational voucher scheme in the state. Organizers of the voucher movement, called "Family Choice in Education", have failed to gather enough signatures to put their proposal on the June ballot (see TES, November 23).

John Coons and Stephen Sugarman, the Berkeley law professors who devised the voucher scheme, would not say how many more signatures they would have needed by the January 4 deadline to put the question to the electorate. A campaign spokesman said they might try again after June to get the proposal on to the November ballot, or they might wait until next year. They attributed their failure this time to a shortage of money to organize the campaign and collect signatures, not to the bitter opposition which their ideas aroused from teachers and administrators within California's public education system.

However Howard Jarvis, co-author of last June's famous Proposition 13 which cut local property taxes by two-thirds, has succeeded in getting enough signatures to present his latest tax axe to the voters next June. This initiative would cut state income taxes for Californians by half and would, if successful,

remove about one-fifth of the total state revenues of \$23 billion which are included in the 1980-81 budget just presented to the legislature.

At this stage it is quite impossible to predict the fate of this new Jarvis initiative or what its effect would be if successful. Most pundits gave Proposition 13 little chance, because they said a majority of the electorate would not risk the devastating consequences of its passage for local services.

But Proposition 13 passed by a large margin and the cuts in public services turned out to be mild, because the state was able to bail out local authorities with its \$5 billion budget surplus.

In his 1980-81 budget message, however, Governor Jerry Brown warned: "This budget marks the end of the era of large state surplus." The surplus he predicted for June, 1981 (the end of the next financial year) is only just over \$100 million.

Therefore passage of the Jarvis initiative in June could entail real cuts of 20 per cent or more in public services. It remains to be seen whether, after having seen before Proposition 13, Californians' educational establishment and the other anti-Jarvis forces can persuade the voters that the impact of voting "yes" will be more serious this year.



Republic of Ireland

## Euro-cash backs scheme to look at jobs for the girls

by John Walshe

DUBLIN  
The EEC is backing floodingly a research project which will examine curricular differences between boys' and girls' schools in the Republic.

The aim of the project is to determine the extent to which curricular choices available in second-level schools might be a contributory factor in later inequalities and career opportunities between the sexes.

The project, which will cost £14,000, was initiated by the Employment Equality Agency, a statutory body set up to work towards the elimination of discrimination and to promote equal opportunities between the sexes.

Statistics indicate that Irish girls have a high participation rate in both the junior and senior cycles of second-level education. But there is evidence that the kind and type of education the girls receive at this level differs from that for boys.

Last year there were 824 second-level schools of which only 391 were coeducational. Education Ministry figures just released, show that of 42,798 girls studying for their leaving certificate last year there were only 16 taking engineering, 13 building construction and

only one studying mechanics. The girls were very strong on language study, especially French.

The project will be in two phases and take three years to complete. The first phase, lasting one year, will concentrate on a study of institutional and organizational constraints which lead to differences between boys' and girls' education. The second phase, which will take two years, will involve intensive interviews of pupils, teachers, parents and educational decision-makers on the extent, nature and influence on sex differentiation in subject choices.

One development which the research team may well look at is the increasing proportion of women teachers in the primary level. Traditionally there have been more women teachers at the primary level than men, but in recent years the gap has widened further. Two years ago there were 2,033 women and only 573 men studying in the colleges of education to prepare for primary teaching.

Even militant feminists are worried about the continued drop in the number of male teachers as are educationists generally. Ironically, the main reason for the trend in recent years is equality legislation. Previously there used to be separate lists for men and women in the colleges for all places, but now there is open competition for all places.

Australia

## Independent funds in court

by Bill Purvis

THE issue of public funding for independent private schools has been in a matter of public debate again. In the 1950s and 1960s it was a political issue of some importance but it had faded in the past 10 years with most people apparently accepting the growing percentage of government funds going to private schools.

However the pressure group, Defence of Government Schools, continued to battle with federal and state governments over the issue and this week it cleared a first hurdle in its attempt to force the government funds going to private schools declared unlawful.

A judge in the High Court at Adelaide, Mr Justice Murphy, decided that the HOGS challenge should go to a full bench of the High Court.

Under the Australian constitution the High Court can overrule government legislation which does not conform with the constitution. The defendants in the case are the Federal Government and representatives of the independent schools.

Justice Murphy has ordered written submissions to be filed with the High Court by February 4. The HOGS challenge comes at a time when public acceptance of government funds for private schools is seen to be a fact of life. School enrolments are now falling at government schools, but not at independent schools.

The private schools are drawing more pupils from lower-income families as a result of concern about reports of falling standards in government schools. Parents are willing to pay up to \$4,000 a year to send their children to private schools, excluding boarding fees which are usually at extra \$200 a week.

Ten years ago HOGS was a minor organization in key national newspapers and occasionally in the radio. Its main aim was to influence the federal government under Australia's preferential system.

In its own words for the 1970s it has aimed to "bring about a national challenge and in the process to support may well have been considerably. But it is now a traditionalist takes a new look at its constitution.

But recently, to mark the thirtieth anniversary of the People's Republic, the Chinese news agency published a "before and after" account, providing detailed figures on educational provision at the time of liberation and contrasting it with the present situation. The statistics show an enormous expansion in facilities at primary and secondary level, and in further education. They also reveal the damage done to higher education as a result of the Cultural Revolution.

In 1966 a major reason for Mao's decision to launch the Cultural Revolution was his belief that the educational system, despite much progress, was still not doing enough for "the masses". The newly published statistics show that the Cultural Revolution had changed the

Soviet Union

Familiar changes

by Kenneth Shaw

Changes planned for Soviet schools during the 1980s indicate that Russia faces similar educational problems to the United Kingdom and other developed countries. There is concern about the quality of language teaching, and about the transition from school to work.

The teaching of Russian to non-Russian speaking nationalities is being improved by the services of language teaching institutes and by the republics of Central Asia, Kazakhstan, the Caucasus and Baltic republics.

Foreign languages are to be studied from the age of 11, and as an optional subject in the 1980s. In a recent survey carried out by CENSIS (the National Social Research Institute), 25.5 per cent of people under the age of 29 said it was more difficult to find a place to live than a job. Just over 18 per cent said it was more difficult to find a job, while 16.4 per cent maintained that both were equally difficult to find.

In the CENSIS group 78.9 per cent were still living in their parents' house. Eighty per cent of these complained that the housing shortage was a major problem.

During 1978-79 new schools were built for more than two million children at a cost of two trillion roubles (\$1,428 billion).

China

## Opening up the education books shows progress—with problems

Despite 30 years of Communist-directed educational expansion, China still has 120 million illiterates under 45.

This was revealed in a national conference held in Tianjin last month. The conference was held at the invitation of the Chinese government and the number of illiterate young adults in the population had dropped from over 80 per cent in 1949 to 30 per cent today. Illiteracy among the young had increased in the 1970s because of the ultra-leftist activities of the Gang of Four. It was also admitted that "many rural areas are not yet covered by a five-year primary school system".

Zhang Bofang, a deputy minister of education, said attempts were being made to rectify this, but indicated that it will take much longer to make secondary education universally available in the countryside. Enabling all peasant children to reach the level of agricultural secondary technical school graduates is a task for "the coming 20 years".

These figures show clearly the continuing gap between town and village. As early as 1952 Shanghai, admittedly China's most prosperous city, claimed to have enrolled 95 per cent of its primary school-age children. Education to the age of 15 is now the norm in most cities.

Yet the fact that meaningful, and sometimes unflattering, statistics are being published at all is an encouraging sign of the Chinese leadership's increasing willingness to provide hard information for citizens and outside observers.

In the Cultural Revolution years especially, the sort of statistical data other governments publish as a matter of course was simply not available. Since Mao's death and the end of the "Gang of Four" however, official attitudes have changed and there has been a flood of statistics on educational matters. Some of these are propaganda in intent, designed to show the Gang of Four period in a particularly unfavourable light.

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In 1966 a major reason for Mao's decision to launch the Cultural Revolution was his belief that the educational system, despite much progress, was still not doing enough for "the masses". The newly published statistics show that the Cultural Revolution had changed the

At secondary level the growth in enrolments has been even more impressive. In 1949 there were 4,000 middle schools with just over one million students; today there are 160,000 with 65 million students. This is an increase of 20m on 1976, and shows how Hua Guofeng and Deng Xiaoping have changed the

ago and the fact of being forced to live with their parents was delaying or stopping their intentions of marrying or forming a family. The housing shortage, according to one of Italy's leading town planners, Leonardo Benevolo, is having an extremely negative effect on young Italians. One of the symptoms of this is a marked fall in recent years in the number of marriages. In 1972 the number of marriages was 418,944, but since then the number has dropped by an average of 13,755 a year, reaching a record low of 336,417 in 1978. The figures so far available for 1979 appear to confirm this downward trend.

Despite a recent rent reform, Italy's house owners are refusing to rent apartments. The reform, they



Ever upward: a brightening 146th children now attend primary school in China.

## Illiteracy on the increase

Illiteracy on the increase

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# features

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.



Angela Neustatter reports on the educational problems facing the Vietnamese boat people

*'I consider it a triumph that they now dare say no to their teachers'*

At the Marlborough Project in Hounslow, nursery-age Vietnamese children soon pick up English—but life is not so simple for the juniors and teenagers.

Photographs by Michael Abramson



The Vietnamese boat people present a sufficiently emotive and beguiling image for the Government's decision to allow more than 12,000 entry into Britain to have been generally approved.

Yet if admitting them is a good, humanitarian thing to do, the follow-up—if the refugees are to be properly integrated and are to lead constructive lives here—has, according to organizations and teachers involved in caring for and educating the boat people, fallen far short of what is needed.

The Government, apparently recognizing this as a priority case, held a conference on the subject in November, and another is planned for the spring. They have decided to reimburse local authorities for any education and facilities they lay on for the Vietnamese in reception centres, and the Home Office have added £1m to their budget to do this. The Government is also considering putting up money for education after resettlement.

Malcolm Greatbanks, who helped set up a year ago the ILEA's special project for teaching ESL to adult Vietnamese at the Kensington Institute, is a fierce critic of the way the refugees' education has been handled so far.

"Mostly they have been put into ESL classes with mixed students for the time they are in the reception centres—that can be from two to six months. Then they are re-settled, often in a place where intentions to help them may be good, but where there is absolutely no facility for continuing their lessons in ESL, and often not even a support group or interpreter.

"Obviously they cannot learn much in their time at the reception centres like

this, and even here, where we separate them from other students and have an all-Vietnamese class, I consider six months the minimum to give a grounding which will honestly be of use to them."

The syllabus taught to the refugees, ranging in age from 16 to 74, is based on coping with different areas of life. There is basic English for social encounters, and day-to-day necessities like shopping and using the telephone; there is help in filling in forms and dealing with bureaucracy; and lessons are given in finding out about their rights.

But Malcolm Greatbanks is not optimistic that, during the period in the reception centre, the boat people get more than the most rudimentary grasp of our language, never mind understanding the sophistication of our life style and system.

"They have enormous handicaps to begin with," he says, "and that's why I consider that they need to be taught separately from other ESL students. Consider, many have lived with nothing but war for years; they may have been travelling in huts for a long time, acutely hungry and very frightened. Arriving here they suffer an enormous culture shock, as well as having to go through the business of adjustment."

"We have to remember that they are unlike other immigrant groups in that they did not choose to come to Britain for some positive reason. Most of them have come out of desperation, with no knowledge of our culture or any European language."

When the project had been set up, after the arrival of the first Vietnamese from the Well Park boat, he did an ele-

mentary course in the Vietnamese language, in order to be able to communicate difficult ideas and information, and in attempt to set some sort of picture of the life they would lead here. It also helped him to understand some of the difficulties they must encounter trying to learn a structured, sentence-stressed language, when their own is based on tonal variations.

Some of the early boat people stayed at the Kensington Barracks reception centre (from where the Kensington Institute gets its pupils) for six months, and in this time they became fairly proficient in speech and comprehension. But now, it seems, the Barracks' resettlement officers are working on the idea of moving refugees to their permanent homes, within two months when possible.

Malcolm Greatbanks says: "If this is done, a follow up of ESL classes is absolutely essential. Obviously they will be completely lost in a strange community if they cannot communicate at all, and there is no chance of them getting anything but the most menial work under those circumstances, even though some may have been highly qualified in Vietnam."

There are quite a number who would like to continue studying full time, but they are allowed to live on the sole and study when others may not. (Enrolment must have lived here for three years before they qualify for a grant.)

His view that there should be a national education policy and a nationwide co-ordination system, so that support centres and educationalists can exchange experiences, ideas and information, is widely

endorsed among teachers and administrators, at present, are the what help they can in a practical fashion.

Louise Morris, who taught Vietnamese and now works for the University Service, believes that, in getting anywhere near to the refugees to lead fulfilling lives, to benefit our society. They are a hard working, motivated people, and many come over with able skills. If they are given the opportunity to learn our language and culture, they will be able to use some of their ability, we have a large, disaffected group in our society.

She agrees with the idea of support groups and information. Significant is a radical rethinking of the way the boat people are being introduced to the words; it sounds as if it is quite inadequate to teach them in isolation. This must be done in a way that they can use the language in a real situation, and when the teacher stops them and asks questions, they appear to have a broad grasp of what is written.

Frieda Warman is in charge of the Hounslow Schools Language Teaching Unit. She was asked to set up a project for the children when the first refugees arrived and were due to be put into a local reception centre. She was already running ESL classes for immigrant children, and was able to make specialized teachers available.

At the Kensington Institute, this is one of the very few programmes specifically for the Vietnamese. The children are generally put into any ESL classes available, or straight into ordinary English-speaking schools.

"It is particularly important for the children, all through their education, that they get some Vietnamese teaching, otherwise they will have no knowledge of their own language as they grow up."

"If this could be organized, Vietnamese teaching material could be prepared and, most significantly, the Vietnamese could then help us understand their needs, rather than a group of English people getting together and deciding what is best for them. They've been on the receiving end of American and French Imperialism and we don't want to impose the same on them."

In a large, bright classroom at the Syon School in Hounslow, a group of young Vietnamese children sit in a semi-circle reading from a beginner's story book. Their pronunciation is meticulous, and the sing-song voices rise, giving a strange introduction to the words; it sounds as if they do not understand at all. In fact, when the teacher stops them and asks questions, they appear to have a broad grasp of what is written.

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Because the children will only be at the reception centre for a short time, emphasis is on teaching them survival English, although with ages ranging from nursery to teenage, there is some formal teaching for older children who will have to fit into ordinary schools when they are re-settled.

The staff at the Marlborough Centre project take the view that building up friendships with the children is as important as actual teaching. From the beginning they have visited the children at their reception centre; they have helped organize discos; and have taken them on outings to the zoo, the airport and swimming pools. Frieda Warman says: "We believe that a non-authoritarian approach is the best, and we don't have a rigid structure or strict curriculum. At the same time, for their own good, they need to have as much conversational English as possible before being re-settled."

The nursery children are the most fortunate because they will learn to speak, as any young child, picking up English. The group who have been there just a few weeks already speak small sentences and are quick to imitate what is being said. It is the juniors and the teenagers who are causing some worry. They will find it very hard, says Frieda Warman, to catch up in an ordinary school without special teaching.

The Vietnamese children come from a society where formal learning and discipline are part of their culture and, unless they have severe psychological problems, they apply themselves well to learning. But one of the problems is lack of teach-

ing materials. Frieda Warman has succeeded in finding just one set of books—by David Ladlow, teacher at the Crown Language Centre in Liverpool—designed for teachers of Chinese pupils.

From the start an interpreter was taken on and volunteer students from the unit's parent school came in to help. "That was crucial to us," Frieda Warman says. "We needed to find out something about the children's backgrounds, what their lives had been like in Vietnam, whether their parents are alive and with them."

"A lot of the kids are suffering from shock and general trauma, and as they relax we begin to see the difficulties. In the beginning they are withdrawn and very correct in their behaviour. I consider it a triumph that they now dare say no to the teachers."

Much of the teaching for the young children is done through games and words associated with activities. The teacher in charge keeps up an almost constant conversation, using words they have learnt and asking questions about things they have done. The aim is to build up a bank of knowledge and vocabulary.

The teenagers are, potentially, the most disadvantaged group, says Joyce Pearce, in charge of the Ockenden Venture, a charity for refugees. They took some of the very first Vietnamese to arrive in 1975, and now have about a thousand in their homes around the country.

She explains: "The teenagers will go into schools at the age when other children are having to make decisions about their future and take initiatives. Obviously without some very concentrated coaching they are going to be quite un-

able to work towards exams and careers. At 16 they are eligible for supplementary benefits, so the tendency is to push them into some menial job which may be quite inappropriate to their real ability."

She is sufficiently concerned about the situation to be trying to set up a conference to deal specifically with this issue. The Ockenden Venture is also trying to raise funds, independently, to set up a coaching project for the teenagers in their care. They visualize centres in resettlement areas where teenagers can go for special coaching, up to O level standards at least.

Of course the problem is in the diversity of the people coming over. Some will be used to studying and have high ability, others will not. But Joyce Pearce feels there is a real danger in not helping the bright, able ones to get some kind of satisfying work; she also feels we have a duty to do so.

"As a nation we have set certain values down that we believe in freedom of speech and movement. If we don't make an effort to help when such cases arise, it is totally hypocritical."

Now that we are committed to taking in another 9,000 refugees, it is clearly important the right sort of provision should be made for them. At a time when local authorities are trying to cope with education cuts, it will not be sufficient to trust that they can organize something within their existing structure.

The Government must listen to those who have studied the needs of the refugees and set up a definite policy with financial backing if their humanitarian gesture is to be fulfilled.

مكتبة الأصل



# The whirligig of time

**A dirty-minded rollicker—or a literary-liberal-theological writer at a turning-point in the history of Western ideas?**

**Marghanita Laski** reviews a new study of Rabelais

Rabelais was horn round about 1490, Luther at about the same time, Erasmus some 20 years earlier as Villon died,

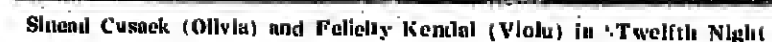


How can we know? The difficulty, too often, arises through our inability, perhaps, now as then, to distinguish in fact better - or to be satisfied far less than we might be - by questioning the Renaissance artists, even after one of the lines of our own Francis Bacon, at present, of knowing how we can know - quarters, at least.

The price of Strenche's book is probably enormous. But I can only say and make its quality known to you from first-hand on the well.

## In a different class

and special class". Society which we strength lay in the anecdotes told by those who had had personal experience of cross-class marriage. Graham Turner, vividly remembered the "pirpiv", he recalled as a working-class child, when a middle-class teacher told him to use his fork as well as his spoon. He had to think hard and fruit- A professional musician of working-class origins recalled his admiration and amazement on first entering a house with expensive furniture. He told all the anecdotes came in two messages. Both are obvious



Whether what was said, was  
"unbiased", who knows? I must  
say, the depiction of Asian-type  
politics in a London suburb was a  
revelation, though of course it  
would have been less so had anyone  
ever produced a similar matter.  
Therein lay the value of the  
programme. Quite apart from  
liking what one saw, one felt the  
absence of any voice that could have  
relied on to provide an Indian-  
centric account. Most of the charac-  
ters appearing would have been at  
home in a Frank Kurlander series.

Don Puffer, poet and author was a  
governor of the BBC from 1972 to  
1978.

have to rival for the remaining parts of BBC1's War School to judge its proportions: the first seemed, indeed, too short, perhaps because concentrating over-much on the charade element of courses at Cranberry, the Army's staff college.

This apt-to-be-exercising element (which seems obligatory in courses these days, pandering to pupils in the modern way) was, actually,

rather well done by the Army of  
corruptors; quite up to the standard  
of a good many situations comedies.  
Some newspapers and politicians  
affected to be shocked at the revela-  
tion that the Army trained its in-  
surrectional troops to put down those who pro-  
posed to challenge the State  
(strictly) illegal system. Actual-  
ly the programme revealed a gain  
(over the thirder, for instance): it

Part three, this Sunday, is on the world of work. The following programmes concern the environment, personal relationships and class in other countries. This series is the sort of thing Redfo Four should be doing. There seems no acceptable reason why it should not do it to the highest possible standard.

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 Angle Flowers Dairy  
 Annely Jude Fine Art  
 Betteaux Arts Centre  
 The Book Museum  
 Camden Cards  
 Clive Hall Wimbledon  
 Cruise Council Gallery  
 David's Sweet Delight  
 Fairfield Hall  
 The Fine Art Bazaar  
 The Food Lovers  
 The Home Kilburn  
 The Main Theatre  
 ICA  
 Inch Canto  
 The London Theatre  
 National Rock Lounge  
 NPT  
 National Pottery Centre  
 The National Club, Kilburn  
 'The Old Vic'  
 Pottery Gallery  
 The Pottery Gallery  
 Poplar Civic Theatre  
 Queen Elizabeth Hall  
 A.C. Gabszels  
 a/c/a  
 Rannle Bca's  
 Round House  
 Royal College of Art  
 Royal Court  
 Roy's Festival Hall  
 Seasons Village Theatre  
 The East End  
 St. John's (Smith Square)  
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## books

### Signposts

Roy Blatchford

Guidelines: Julius Caesar. Henry V. The Merchant of Venice. A Midsummer Night's Dream. Mary Glasgow Publications. Set of 10 £4.00. Teacher's edition 50p.

One finding in the recent ILM report that a fifth form group had written from dictation 23,000 words about the plot of *Far From The Madding Crowd* is a sobering, if exasperating, reminder of the extent to which the exigencies of examinations can dominate much English learning and teaching. Teachers will surely feel at the end of the day that the text has been thoroughly covered, and will warmly welcome any study aid which can informatively lighten the next test load.

Capital Radio's *Tulibee* set-book series and BBC Radio's *Extraordinary* O level series are currently proving thoughtful and popular ventures in lifting the texts from the page. Over the years individual teachers develop their own well-tried techniques and approaches to classroom study of the text, and the country have devised booklets on popular CSE and O level titles in order to inject added variety and interest for pupils. ILEA's English Centre, for example, has produced useful ancillary material on *Romeo and Juliet*, *Keats and Of Mice and Men*.

David Self's new 16-page *Guidelines* may not have the merit of originality to many seasoned English specialists, but they do provide a broad collection of critical comment and ideas for study in a colourful and imaginative format from a national publisher well practised in magazine design. The first four in the series are self-devoted to Shakespeare, Superscripts, with guidelines on *Caesar*, *Henry V*, *Pride and Prejudice*, *Hamlet*, *Mockingbird* and others to follow later in the year.

The essence of each of the booklets is to tackle the ubiquitous, clichéd examination questions of character study, central themes, text recognition and general essays in a way which encourages pupils to focus their appreciation on the stagecraft and theatricality of the play, its historical perspective and its meaning to both Elizabethan audiences and those of today. Thus we find the Anthony Quiz, the Rialto Diary, You Too Jury, Key Moments, Who's Who in Venice, Sayings of the Day, Wer Come, King Henry's This is Your Life, and newspaper gossip columns on prominent figures in Shakespearean history and comedy. But these are much more than

mnemonic gimmicks. The text is a fascinating collage of explanation and critical comment, integrated with a wealth of fine illustration and suggestions for drama, oral and written work either individually or in groups. Henry V is a wide-screen epic flooded with the glory and horrors of war, illuminating his subject, David Self's background material is as accurately researched as it is attractively set down. There is Henry's family-tree on one half-page, the battle plan of Agincourt on another, complementing this is a quotation from the ordinances of The Black Book of The Admiralty and an analysis of Henry as judge, warrior, soldier, commander and statesman—the mirror of all Christian kings. In addition cartoons are added to convey the adventures of Pistol, Bardolph and Co. and to bring a breeze of novelty to context questions.

The *Julius Caesar* study looks at the Brutus/Cassius quarrel and the events of Act V—always difficult areas for pupils—with enlightening flow-diagrams, a device employed elsewhere in the *Guidelines* to excellent effect. No comparison is drawn between the play and John Boyan's modern setting, *Helix*, and also between Caesar and other political dictators. Good use of photographs from a variety of productions (including Peter Brook's for the RSC) affords opportunity to come to terms with the play's modernity. A Midsummer Night's Dream, with the editor suggesting that students should view Puck as a jester-cum-hobgoblin in the science fiction tradition rather than as a pastoral "fairy".

A notebook on the lovers, a crossword and casting your own favours are further diverting ideas to assist familiarity with the text.

The booklet on *The Merchant of Venice* opens with a straight-forward description of Shakespeare's Wooden O and illustration of it, moving through a variety of cartoons, captions, maps, and a double-page flow-chart which tries to elucidate the play's interconnecting plot to a concluding section on the play's design and his towering company. The teacher's edition (well worth buying for an extra 10p) of each of the *Guidelines* includes further general details, answers to the quizzes, identification of the many superb production photographs in the booklets and a scene by scene summary of the play's action.

It would be churlish to dwell on omissions in a publication which aims to be one of many aids to the study of the text. One criticism is that several of the fine photographs are not fully captioned. That aside, anyone engaged in teaching these plays—to O level, CSE, and lower secondary ages—should order these booklets forthwith and enjoy with students, David Self's exciting invention.

## In their own write

Rhodri Jones

Write Again 1-4. By Roy Edwards. Macmillan 50p each. Everyday English. By Kyn Mithras. Stanley Thomas £2.10. £3.50 40p 9. A Certain Age: 1 People II Relationships. Edited by Allen Crisp and E. J. Pisk.

John Murray £1.30 and £1.40. 7016 0745 9 and 7016 0717 3. Books for Integrated Studies. By Norman J. Bull.

Festivals and Customs. Food and Drink. Light and Darkness. You and Me. Wharton £1.60 each.

There are certain questions which teachers and pupils might not be asking before deciding to adopt a particular textbook, or a publisher before accepting a manuscript for publication, or a teacher before going ahead to write a textbook. Is similar material already available? What is the audience aimed at? Will pupils enjoy it and the same time be stretched by it? Is the relation between pictorial and verbal material right? Does it present the right kind of balance for the multicultural society? Depending on the type of textbook under consideration, some of these questions are more important than others, and doubtless there are more that can be asked.

Write Again is a series of four slim volumes designed for non-examination pupils between the ages of 11 and 16. Each volume consists of 11 sections all built on the same pattern. A large photograph on one page is presented as the stimulus. On the facing page, a story is told in very simple language about the characters and events in the photograph. Out of this emerge a few questions for comprehension, suggestions for further activities or an injunction to complete the story.

As an adjunct, the photographs vary in quality and tend towards the trivial—no horse drinking a pint of beer, a girl scrubbing the deck of a barge, a boy in a school uniform painting a window-frame, or a girl in a school uniform painting a window-frame. There is also a certain dated air about them (a girl in a school uniform painting a window-frame). The photographs are not too much towards the trivial, but the attempt has been made to have representative non-white figures, but not enough.

The stories arising from the photographs tend also to be rather trivial—of the "what fun" variety, with

all kinds of jolly incidents and disasters. No doubt pupils will enjoy completing them in the carefully guided way that the author suggests, but the whole enterprise seems intended to prepare pupils to be beautiful readers of the human interest stories of *The Sun* or the *Star* rather than for anything deeper or more personal. Non-examination pupils they may be, but they deserve better.

Everyday English also sets out with a very definite purpose—to provide a course for students studying GCSE level and similar examinations such as the Business Education Council's General Level module "People and Communication". Each of the 20 sections begins with a dramatized scene or a story from the family life of the Jackmans out of which emerge exercises on grammatical points, vocabulary work, comprehension, writing letters and other activities. The material is completely presentational, and although there are no illustrations, the volume has a neat and attractive appearance. The trouble is the literature used is examples of essays written by students and extracts from official documents.

Some idea can be gained if you imagine a course book based solely on extracts from *The Archers* or *Coronation Street*—though Miss Madeline's dialogue and situations look the slick professionalism of these. Examples of good literature are essential if students are to deepen their understanding of English and the quality of their own writing. The lack of them in this volume invalidates the whole scheme.

A Certain Age consists of two volumes of literary extracts dealing with topics which the editors hope will interest students in the later years of the secondary school and will extend their understanding of the world around them. The material is intended to be controversial and to provoke discussion, and questions following the extracts are designed to do this. There are also some interesting and stimulating suggestions for writing. The extracts are by Shakespeare, William Golding, D. H. Lawrence, Alan Paton, John Steinbeck, Gertrude Stein, and others. The extracts are of good length and certainly raise issues that students can get their teeth into. The book consists of two sections, "Behind the Mask"

and "Alone and Afraid". The "Alone and Afraid" section is a collection of "Alone and Afraid" stories, which are intended to be read aloud. The "Behind the Mask" section is a collection of "Behind the Mask" stories, which are intended to be read aloud.

The volumes were originally listed in Australia, and it would find the example of the "Alone and Afraid" section, which is a collection of "Alone and Afraid" stories, which are intended to be read aloud.

The four volumes in the *Books for Integrated Studies* series contain much interesting material, including elements of biology, religious education, geography, and other subjects. They are designed to be used as a resource for teachers and students.

With this in mind, Philips launched the N1500 VCR format which offered up to one hour's playing time from a single cassette, containing a roll of tape a half inch wide. Sony offered the U-Matic format with similar playing time, but using a differently constructed cassette loaded with three quarter inch wide tape. Philips originally aimed the N1500 machines at the educational and industrial market, as well as the home user, but early models proved unreliable and the format earned a bad name.

The U-Matic was never aimed at the domestic market and although more expensive than the Philips equivalent it proved rugged in use and has become virtually a standard for semi-professional and industrial applications. Although modified U-Matic formats have now been produced in offer both longer and shorter playing times from the half speed or double speed sound, they are not as widely available as the Philips format. The U-Matic is likely to be around for decades to come. Moreover, new U-Matic machines, compatible with the existing one hour models, are now available and offer sophisticated facilities such as "editing" and "random access".

## Alternative time-shifters

ADRIAN HOPE looks at new developments in video cassette recording

The world of video tape recording is assured of a non-standardized future. Gone forever is the dream of a single global system with each manufacturer offering a machine compatible with every other manufacturer's machine. There are too many good systems, each with a secure foothold in the market, for there ever to be agreement on a common standard, and later this year several entirely new systems will become commercially available.

The present situation can best be understood from the starting point of a brief résumé of the history of domestic, semi-professional and educational video.

In the early 1970s, video engineers throughout the world were agreed on one thing. This was that the future of video (excluding the highest quality professional format) lay in a cassette, rather than reel-to-reel, format. The mechanics of electronic video recording are so intricate and so fragile, and the tape looping inevitably so awkward, that it makes no sense to keep the tape secure in a slot packed cassette, and to equip the recorder with a self-threading mechanism.

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On the domestic market, long-

playing time and low tape feeding cost have always been crucial. There is no doubt that despite copyright laws the average home user wants a machine which will record a full feature film affair. Domestic video-cassette recorders are essentially time-shifters and all current model machines will shift a feature film on a single cassette.

For practical purposes the maximum playing time available from a Philips N1700 series machine is two and a half hours from a single cassette, whereas VHS offers three hours from a VHS cassette and Betamax three and a quarter hours. The cost of an hour's playing time on an N1500 series was in the time £25, but, thanks to tape price cuts and the slower tape speed, Philips N1700 series feeding costs are now down to around £5 an hour. This is still higher than the feeding costs for VHS and Betamax, which can be under £4 an hour for any user who shops carefully for tape.

At this point it is worth noting that although it is easy to write and speak glibly of simply lowering the tape speed to extend playing time and lower feeding costs, an astonishing amount of technical wizardry is involved and the tape speeds and costs available were undiminished of five years ago.

A couple of years ago Grundig, a Philips licensee (and now part owned by Philips) went it alone and produced a Super Video Recorder which ran the tape more slowly still. This SVR offered longer playing time and lower feeding costs than the standard Philips format cassette. Philips did not, however, follow Grundig, and many observers believe that the Grundig launch of SVR was a commercial mistake.

Indeed, even at the time of the SVR launch, Philips and Grundig were working hard together on the development of an entirely new video format. This is the V2000, which has been demonstrated to the press and trade and will eventually replace all the previous Philips and Grundig formats. In fact the V2000 is seen as the European answer to the Japanese VHS and Beta competition.

Basically V2000 is a video version of the now standard Philips compact audio cassette. It is bigger than the video cassette is bigger than audio cassette and although the tape contained in the cassette is a half inch wide, there is one major difference. Just as in the case of audio cassettes, only half the width of the tape is used for recording on each pass through the machine. After the first pass the cassette is removed from the machine, flipped over and the second half of the tape which had been left unused in the first pass is now used for recording. This gives nominally four hours continuous playing time can offer a once-interrupted total of eight hours.

So far it is unclear how VHS and Beta will respond to the V2000 challenge. In the United States the basic VHS and Beta systems have been de-standardized by the provision of a half-speed recording which enables the tape to be run at half normal speed and so offers twice the playing time per cassette. However, picture quality, and perhaps most important, sound quality, is unreliable at such a very low tape speed. So far there has been no sign in Europe of a half-speed recording option on VHS or Beta machines. Instead, there is a promise of longer playing time on both formats, achieved by the use of slightly more (thinner) tape in a standard format cassette.

On the near-distant horizon an entirely new form of video recorder is promised from both Japan and Germany. BASF have for years been developing the so-called LVR or Laser Video Recorder and Toshiba of Japan has recently announced a similar kind of machine. In a conventional video recorder (U-Matic, Philips, Grundig, VHS, V2000 and Beta) the tape moves relatively slowly past a recording head which rotates very fast to lay helical tracks across the magnetic tape. In a linear video machine the recording head remains stationary, and the tape moves very fast to achieve the same result. According to the BASF LVR system

a length of tape shuttles backwards and forwards past the fixed head, which steps slightly across the tape at the end of each pass to lay a series of parallel tracks across the tape width. According to the Toshiba system a closed loop of tape, rather like that found in a car eight-track entertainment system, runs continuously past the head which also steps slightly across at the end of each full turn.

The advantage claimed for LVR is that it enables a small portable recorder to be introduced. The dream is that one day LVR recorders will be small enough to be incorporated in the body of a hand-held colour video camera. Meanwhile small VHS and Beta portable machines are available which are compatible with the same format and a V2000 portable is known to be under development.

The latter London Education Authority has already backed the VHS system and many London schools have purchased VHS format machines to replace tapes made on that format by the ILEA television centre. This has given a considerable boost to the VHS format in the educational world. In fact although there is little to choose technically between them, in virtually all areas VHS has so far outdistanced Beta. But Beta machines now becoming available which will be as good as VHS machines, and the V2000 goods which they actually deliver live up to the expectations of those who have seen the prototype perform.

Finally, it should not be forgotten that while there is all this activity in the video cassette scene, an even greater revolution is about to break. This centres on the video disc, superficially similar to a conventional gramophone record, which can produce colour pictures with stereo sound. Philips-Magnavox have already launched a video disc system in the USA and several other superficially similar, but in practice wholly incompatible, rival systems are ready for launch in 1980 or 1981.

Philips, Arundel Great Court, 8 Arundel Street, London WC2E 7EX. Grundig, Newlands Park, London, SE25. JVL, Riddowall Trading Estate, Sturges Corner, Priestley Way, NW2. Sony, Pyrene House, Sunbury on Thames, Middlesex. Toshiba, Toshiba House, Frimley, Camberley, Surrey. Canon, Canon House, Berkeley Square, London, W1.

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HARRAP'S BOOKS

## Bookguides

Audrey Laski

Learning to Read with Picture Books. By Jill Bennett. The Thimble Press £1.20.

Also exhibition available from National Book League, £10.50 per fortnight to members and £14.50 to non-members.

Non-Sexist Children's Books. By Rosemary Stones and Andrew Mann. Sparo: RAT, 27 Clerkenwell Close, EC1R 6AT. 65p inc. p. & p.

Bookpage. By Peter Hyams. 10 Westside, Florida Green, London N2 9RS. 25p each on paper, 4p each on card. Minimum 50p.

There are so many books being published for children today, and they are of such mixed quality, that guides through a territory are welcome, and the more comprehensive a particular need they are, the better. Jill Bennett's *Learning to Read with Picture Books* is a splendid compilation of the best of the picture books which teachers and parents are looking for good books which substitute appreciable stimulus for interest.

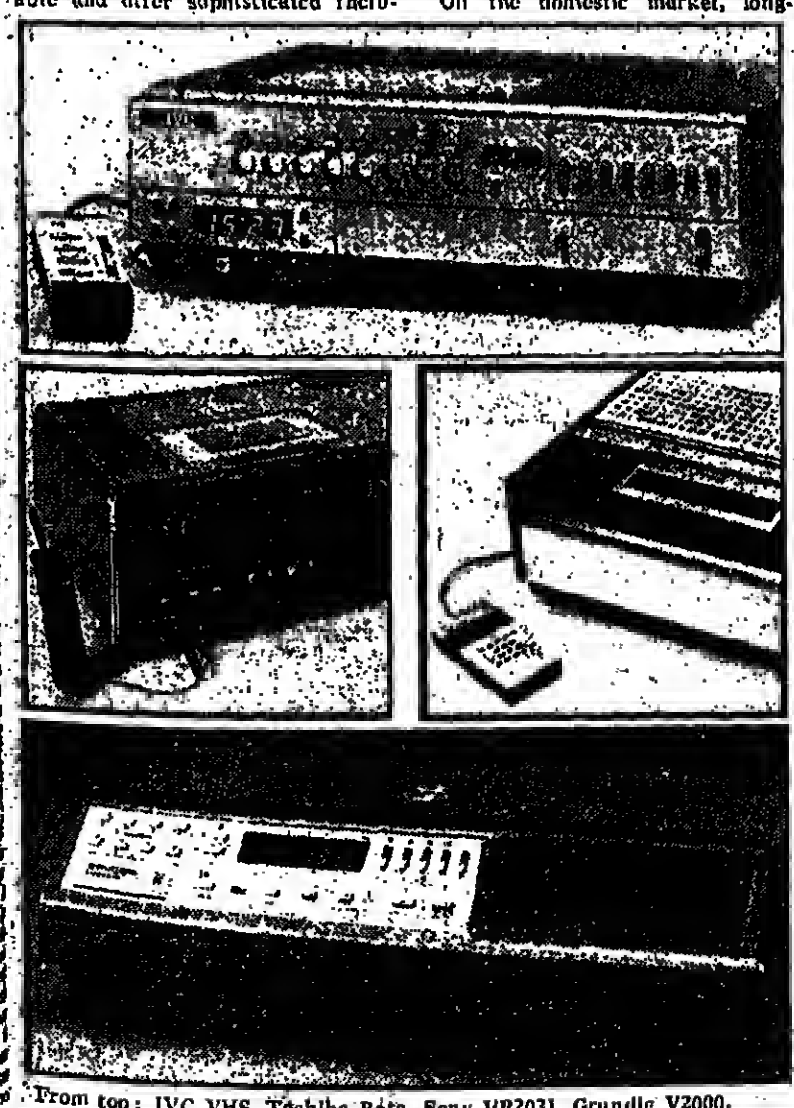
The boldest venture here is *Bookpage*, put out by a teacher, Peter Hyams, who is trying to meet the need of a hard-headed secondary school English teacher for support in selecting and using a wide range of texts from among the vast quantities of children's novels appearing in paperback. For each of 20 very various books, he has written



Thamblina aboard the swallow in a detail from one of the delightfully nostalgic full page colour illustrations by John Baskin in a new edition of Hans Andersen's well-loved tale (*Dont £2.95*).

In the early pages of Spere Rib's list of Non-Sexist Children's Books. This is a useful list for everyone who wants boys and girls to have access to plenty of good reading, that does not castigate them for being different. The approach is positive and the concern on which the list is founded is not the sole criterion of a compiler who is looking for good books which substitute appreciable stimulus for interest.

The boldest venture here is *Bookpage*, put out by a teacher, Peter Hyams, who is trying to meet the need of a hard-headed secondary school English teacher for support in selecting and using a wide range of texts from among the vast quantities of children's novels appearing in paperback. For each of 20 very various books, he has written



From top: JVC VHS, Toshiba Beta, Sony VP2031, Grundig V2000.

مكتبة الأصل



four-part story for 10 to 12-year-olds describing life in the city of Vienna around 2500 BC.

Listening and Writing (Friday, 14 May)  
VHF4

A two-part unit on the legends surrounding Alexander the Great. The 13-year-olds studied his life with the aid of a filmstrip and were encouraged to use writing and comprehension skills in follow-up work.

Religious Education (Friday, 14 May)  
VHF4

Extracts from Brecht's "The Life of Galileo" show the threat to accepted religious power by scientific discovery. The 13 to 14-year-olds were asked to examine the development of science.



# talkback

## Teachers as childminders

Charles Frisby

Advance information from the University of Leicester's DRACLE investigation into work in primary classrooms suggests that, in attempting to deal with the learning problems of children as individuals, primary teachers have set themselves an impossible task. (*Sunday Times*, December 2, 1979).

What the report does seem to indicate, however, is that primary school teachers are very good at keeping children occupied. In other words, they are very good childminders.

I suggest the teaching profession should take this observation at face value. If primary teachers are only superior childminders, they might do well to exploit the position.

The going rate for childminding seems to be about 30p per hour per child. For superior childminding we might reasonably ask 40p. We assume a group of 30 children minding for 30 hours a week, 40 weeks a year. This makes a primary childminder worth £14,400 per annum.

What the teachers' unions should be negotiating then is a reasonable rate for "qualified childminders", that is, childminders who would throw in a bit of reading, writing and arithmetic with their custodial function. The government would then simply pay minders directly, according to the audited register of children in their care.

The scheme has a number of interesting extensions. Because primary minders would not be mainly concerned with intellectual, emotional, social and moral development, but only with minding, there would be no need for core curriculum, working parties, Schools Councils, Nuffields, HMIs (primary), advisers

(primary), education officers (primary), or headteachers.

In fact there would be no need for primary schools as such at all. Each minder would be a self-employed professional, hire a room (which could very well be in an existing but now redundant primary school building), screw a brass plate to the wall outside, display her certificates inside, and set up in business.

The minder would naturally pay for overheads, furniture and equipment, but these expenses would be tax deductible, since they would be regarded as necessary incurred in the pursuit of one's profession.

But the advantages would be not only to the minder. At a stroke we could solve all the problems of accountability, autonomy and parental choice. The minder would publish her programme for the year, and parents would contract for their children to be minded if they so wished.

If they did not want to have their children minded professionally they would do it themselves, and the government would give them 40p an hour. But I suspect that most parents would happily spend their £480 a year on having a child minded, while they went out to work and earned £6,000 as lorry drivers, hospital porters or whatever.

If parents were not satisfied with the minder's performance, they could terminate the agreement and make their contract with some other minder—perhaps the one who had minded the year next door. In this way minders who could not keep their charges in good order would soon be out of business, while newly qualified minders would stand just as good a chance of making a good living as more experienced minders.

It would be payment by result, with the major difference that "results" would be decided not by some educational Mafia, but by market forces. This is already the case, except that teachers cannot command a realistic market price for their services.

Nor need there be a limit to the

number of children minded, or the hours worked. Since there seems to be no statutory limit to the number of children who can be crammed into what are termed primary classrooms, a minder who wished to take 50 children could earn £2,400 a year. She might then employ an assistant minder (tax deductible).

More conscientious minders might take only 15 or 20—but the choice would be theirs, and there would be no opportunity for direct negotiations between parents and minders.

Eight in 10 minders might get together to hire a number of rooms within the same building, and thus form a group practice. There would be definite advantages. Minders could confer on the best minding methods; they could perhaps call in specialist consultants (who would no doubt be drawn from the ranks

of redundant primary advisers); they could press commission research into minding.

Minders could specialise within the group; some taking five and six-year-olds, some only backward boys, others gifted children; and the expenses of running such an establishment would be more economically spread.

A group practice would generate a number of routine tasks which might necessitate the employment of an intermediate-grade clerical officer, or a low-grade administrator. Such a person would be engaged by the minders themselves, who would each contribute to his salary and define the terms of his employment.

His duties might include such things as coordinating and checking registers, filling out returns of attendance and registration, answer-

ing the telephone, writing letters, ordering equipment, supervising the dining room, making bank

The scheme would have one major drawback. With a going rate of 50p an hour a child, a full-time minder with a group of 40 children, working for 40 weeks a year, would earn £2,400 per annum. Such a prospect would undoubtedly attract those extremely able people who at present are available in large numbers in Parliament, in education and educational research.

With people of such calibre in primary schools, we might eventually be able to build a new educational service.

Charles Frisby is head of Cotham House Junior School, Exeter.



## Life in the hothouse

John Price

Now that the future for many secondary modern schools is assured, spare a thought for those unfortunate pupils who will be unused, through no fault of their own, to the grammar schools. They especially the bright working-class children who are forced into these elitist garbages just because they happen to pass the 11-plus. (Who said the Tories weren't in favour of closed shops?)

Let my own disastrous success be a warning to those who want more of the silly schools. Success because according to the system I was a success. Disaster, because I know what happened to me as a person in the process.

At the tender age of 11 I was appointed to my primary school security and shut into an academic hothouse.

When the results were announced, the eight pupils who had passed for grammar school were each bought an ice cream, which we were made to eat in the front of the class under the admiring eyes of the teacher and the envious gaze of our classmates.

## Giving children a choice

Lynn Kerr

With the lack of specialist support, many headteachers of small primary schools undertake responsibility for working with their less-able readers. Traditionally, children have a "reader"—a book selected by their class teacher from a reading scheme appropriate to their reading age. There is often no element of choice, as children are

it took me 15 years to even wonder what those kids must have felt. At the time I just enjoyed the feeling of being a chosen one, a special case.

At home my father reinforced the feeling of superiority by buying me a new bike. My success only proved what he had always believed, that we were a cut above our neighbours.

They were only miners, shipyard workers, scrummers and they voted Labour. My father worked for an insurance company, dressed neatly, talked posh and voted Conservative. In a just world, he believed, he would have his own house and not slum it with the cliff-rat on a council estate.

The split with my primary school friends, however, came when they left me to push. They slumped me as soon as I donned the grammar-school uniform. That really set me apart—especially as we had to wear caps in those days.

Homework confirmed the separation. There was no chance of any intimating with my ex-friends in the evenings now. While I copied notes from biology textbooks about the life of the amoeba, they were all up in the local quarry finding out about the facts of life first-hand.

They lived for the moment, for pleasure. I lived for the future, for self-sacrifice. Postponement of gratification, I think it's called. The

trouble is, the longer you postpone, the more chance there is you don't know how to enjoy it when it happens.

At the High School, as we called it, I lived in awe of the teachers in their flowing gowns. I loved the rituals—the juries of senior scholars printed on boards, the presentation of prizes, the slapping of palms, the white cap you won for playing regularly for the first XI.

I tried to please and succeeded and I was rewarded with badges and responsibility—form captain, prefect, soccer captain, cricket vice-captain. I ended up winning an open scholarship to an insignificant university.

No ice cream this time, but a handshake from the head on the stage in front of the assembled school, and public praise. I really thought I was the best. Knees. I started like a statue, then I ran through the long grass and scattered bricks, before finding cover in the gardens of the surrounding council houses.

My solution was due to a very strong desire to avoid physical pain, and natural athleticism. The flights of fancy turned my calf muscles to iron, jogging was nothing to it. To have felt fear made it easier for me to use fear as a weapon when I had the chance. Grammar school gave me that chance. The system created an elite within an elite. Prefects had special privileges.

More serious was the belief I acquired that I was a scholar. All I was good at doing in fact was

memorizing notes. Consequently, I passed examinations without much bother.

But I never loved a subject for its own sake. It was all an act. I pretended I liked books. I hadn't read in order to please teachers and examiners. They believed me.

Going to grammar school did nothing to me. I learned so well I won the school half-mile three years in succession. It had nothing to do with tuition, however.

The reason for my prowess was that my journey to school lay across the path of the Hill Mob who attended the local secondary modern. A gang of them started victimizing me.

I remember a large open expanse of water ground that took all of two minutes to cross. If the mob came there, the chance was on. I started like a statue, then I ran through the long grass and scattered bricks, before finding cover in the gardens of the surrounding council houses.

My solution was due to a very strong desire to avoid physical pain, and natural athleticism. The flights of fancy turned my calf muscles to iron, jogging was nothing to it. To have felt fear made it easier for me to use fear as a weapon when I had the chance. Grammar school gave me that chance. The system created an elite within an elite. Prefects had special privileges.

It meant we did duties and the staff should have done. It was the homework that hurt. It was supposed to make us feel responsible for nature, but it also made us feel superior and arrogant.

I remember in particular a girl's count where we gathered in the playground, our little for years for minor offences. We were really ridiculously severe and in the end, laughing at the kids we reduced to tears.

The grammar school system was designed to rescue people like me from our uncivilized, uneducated, parochial, family environment. It theory it succeeded with me. It to the process I became focused on my social roles, and I had an identity crisis ever since.

I moved awkwardly in a middle-class environment. I was gauche and naive. Yet in working-class society I am an outsider, self-conscious and tense, rejecting and rejected.

I know that comprehensive schools helped to prevent such confusion. I have tried to describe, in saddens me that children will still in some areas be divided from each other on grounds of intelligence.

It saddens me more that children will be taught to pretend to be what they aren't, and not to be what they are.

John Price is head of English at Washington School, Tyneside.

Bracegirdle stories, and *Charlie and the Chocolate Factory*, and *The Golem* by Roald Dahl, all proved popular choices.

A few chose more difficult "readers". To see, I think, if they could read "identifiably harder" books like those read by their more able peers. Interestingly, many children still carried their original "reader" with them, tucked under their arm, as if it were a prop or an old friend they would not let go.

I quickly learned which books and stories lacked appeal for individual children. And it was at this point that it became evident that the red books provided by the school were inadequate in number,

subject matter and their different levels of reading difficulty. To accommodate the needs of all children, because by now demand for second choice books had spread throughout the school, new books had to be purchased or borrowed.

In advocating this approach, slower readers, it is important to know well both the children and the range of stories available for them. Equipped with a book of their own choice, less able readers will no longer find reading a chore, but a pleasurable activity.

Lynn Kerr was until recently head of Cusworth Endowed Primary School, near Rochford, Essex.

# endpage

## Where has all the knitting gone?

Malcolm Gooch on the difficulties teachers face in trying to fulfil the spirit of the equal opportunity legislation

The Equal Opportunities Commission (EOC) has recently supplied schools with its booklet *Do You Provide Equal Educational Opportunities?* described as a guide to good practice in the provision of equal opportunities in education.

It is a good guide, tightly packed with information about the law on sex discrimination, and listing the pitfalls that exist within schools to nullify the spirit of the Act. Here the problem lies, for it is the spirit of all people we are talking about, not just teachers. It is the subconsciously learned patterns of male or female behaviour, which arouse expectations in the young of their future position in life, which are so hard to change, particularly in schools.

Faced with seemingly entrenched sexist attitudes to children, it is easy for teachers either to give in, accept the status quo, or to try to force unsex organization and activities on to aggrieved and recalcitrant children. Neither course is satisfactory. What needs to be found is a balance between rightly implementing the law by opening up single sex courses and activities, and dispensing with those organizational structures which suggest discrimination without actually exercising it.

Opening courses is fairly easy, although there is sometimes opposition from teachers with fixed views about what are male and female activities. But with the opening must go propaganda which seeks positively to encourage boys to consider what were previously seen as girl areas, and vice versa. Unfortunately, problems can then arise.

What happens when a course such as engineering becomes full with boys and girls, leaving out a number of boys who, had it been a single sex option, would have got a place which they feel is vital to their future? What they see is girls who are likely to get married, have children and become housewives, taking career chances from them—who will have to work all their lives. The sad thing is that when all these doubts

and fears are discussed with groups of pupils, more often than not girls agree with boys about this. Female liberation may be rampant in certain parts of the community, but it is certainly not rampant in schools. My experience with 11- and 16-year-olds suggests that boys, not girls, hold female liberation to be more important.

Of course, when a child speaks, his parents, peers and teachers are speaking too, so it would seem important to concentrate on parents as well as schools with equal opportunities information. But what about the organizational structures of schools; does that suggest reinforced discrimination in a hidden yet powerful way? And if so, how can we change those influences?

In their booklet, the EOC point to some of the attitudes that might enhance sexual difference in negative and therefore discriminatory ways. For example, do boys and girls line up separately to move about the school? Are boys given the mace, the mace-bearer, tasks requiring little or no sensitivity? Are boys and girls segregated in the classroom and assembly seating arrangements?

The answer may not be an easy "yes" or "no". In my school the answer is "no, they are not segregated by color" but "yes, they are segregated by choice". They are encouraged in their during assemblies, but they choose to sit separately, unless vigorously deterred; they can choose where they want to sit in classrooms, but they sit in a block of girls and a block of boys. They frequently line up outside classrooms in separate lines but this, as well as assembly arrangements, were traditional forms of grouping which reinforced a natural tendency.

Another area is the school register, filled in as two separate blocks: boys first, girls second. Perhaps we should change this? How powerful is the influence on girls of being segregated and their placed in second place on paper for administrative purposes?

There are arguments, administrative ones, for having girls and boys separate on registers; it makes location of a child much simpler, it helps in drawing up medical lists, or when searching for rapid totals regarding numbers of boys and girls. But are these valid arguments? Perhaps we should be listing children alphabetically and spending a little longer in our administration, if the result may help in time to affect segregationist attitudes.

The EOC has it right, of course; there are so many examples affecting the staff as well as the pupils. What have we even in the evenings, is it usual for the male deputy head to arrange the furniture with a suitable group of boys—either volunteers or the draft, while the senior mistress, with a suitable group of girls, will do the flinders and the tidies. The tragedy, if tragedy it be, is that that is the way most of them want it, and he who tries to alter it may have a lot of persuading to do.

The pursuit of academic qualifications seems to have led to a decline in those skills traditionally held by women. In a brief survey of a sixth form group I teach—14 young women intending to be teachers—the incidence of skills largely, if not exclusively, the activity of women through the ages (crocheting, knitting, needlework, dressmaking) was almost non-existent. Only one professed to having all these skills, and several had none. These are the sort of young women who probably would have had such skills 30 years ago.

The sad truth is that, whereas change is affecting the female, it is not affecting the male in the same extent. Men are being "moved over" to allow places for the women; but the opposite does not appear to be happening. I am certain there has been no corresponding increase in needlework, crocheting, knitting and dressmaking skills in boys.

So we are in danger of losing an important part of our culture, as more and more women abandon their age-old feminine role—so frequently forced upon them—and turn to other activities which are felt to be more rewarding—or is it more important—in the eyes of society?

How do we prevent such losses? By persuading, encouraging, insisting that boys pursue traditional female skills? Does it matter? I think it matters to many people, but doing something about it is more problematic.

Perhaps the main thing about the role girls and women have been cast in has been the feeling of its inferiority, and therefore of the inferiority of any skills or crafts associated with it. Who wants to be engaged in inferior activities?

Against this, the covert aspects of discrimination become vital—the law should deal with the overt aspects. If we seek consciously to change everything that we do which suggests an order of preference based upon gender, we might in time begin to change what has seemed for so long to be a natural order.

Let us start by paying home economics and needlework teachers the kinds of allowances that heads of engineering and craft get; let us find some men to teach them and some women for the engineering; let us find more headmistresses; let us stop lining up boys and girls separately under all circumstances; let us abandon the rule that a girl always enters a room first; let us stop filling in our registers with boys first and girls second; let us stop downgrading, even in our thoughts, those skills, some of which are mentioned here, which have been traditionally female; let us all attempt, as the EOC asks us, "to absorb the spirit underlying the legislation" and to raise the consciousness of everyone involved."

Malcolm Gooch is head of Stourbridge Hall, Banbury School, Oxfordshire.

## Bring on the girls

Helen Freeman and Zaida Isaacson call for more research into the reasons for girls' underachievement in mathematics

A person's sex has been, and still is, important in determining how far he or she goes in a career in mathematics. Are boys more talented at mathematics than girls? Or is it more a matter of social conditioning?

It is giftedness in mathematics genetically determined and rarely above itself except in males, rather like haemophilia? Or is it more likely that the way we bring up our children and the way we teach them mathematics favours boys rather than girls?

Until recently most teachers took it for granted that boys could achieve more than girls in mathematics. Now, however, with our greater awareness of sex discrimination, and our desire to promote equality of opportunity, mathematics educators are asking these questions at national and international conferences.

We are lagging badly behind the Americans and the Australians in carrying out vital research into sex differences in mathematics achievement. In Australia the possibility of sex discrimination is considered so important that, after the publication in 1975 of a Schools Commission report, *Girls, School and Society*, a woman's adviser was appointed for each state.

Denise Bradley, the adviser for South Australia, has just applied for funds to the Australian Research and Development Council for a major research project on girls and mathematics; and this isn't the first Australian project in this area.

In America, a vast body of research literature is being accumulated, sponsored by the only major research project has been a five-year study, now in its last year, at Sheffield City Polytechnic. The only other work is by individuals studying for higher degrees. Even the Equal Opportunities Commission

Social Science Research Council Joint Panel, which sponsors research into women and disability, is not funding any investigations into girls and maths.

At the conference on sex differentiation and schooling held at Churchill College, Cambridge earlier this month, the problems of girls' underachievement in mathematics were given an important place. Elizabeth Penne, of the University of Wisconsin, whose work in this area has achieved international recognition, spoke on "Success in Maths".

However, as people at a recent conference held by the British Society for the Psychology of Learning Mathematics (BSPLM) pointed out, it would be a mistake to think their research from abroad, although useful, could be adopted wholesale in Britain. Cultural and social differences make it essential that we do our own basic research. And regional variations mean we have to be careful about drawing nationwide conclusions from localized investigations, as the Sheffield researchers have emphasized.

Although we can expect the findings of, for example, the Assessment of Performance Unit to give us more data about the relative achievements of boys and girls at different ages, we cannot expect any insight as to causes from this sort of monitoring. And unless we know the causes, we can make no decisions about whether we can or should do something about it.

The mathematics educators at the BSPLM conference tended to think that the difference between boys and girls were culturally conditioned rather than innate, though they were wary of making too many generalizations. Among the suggestions of which important social factors could be playing a part is the view still held by so many young people and their parents that a boy's future

career is more important than a girl's. Parents, on the whole, want to see their daughters happily married and secure, but what they want most for their sons is a good job. If, as a result of this, parents encourage boys to succeed in mathematics more than they do girls, and failure in mathematics is more acceptable for a girl ("Never mind, dear, I wasn't any good at maths, either"), it wouldn't be surprising if girls gave up more easily.

Several teachers at the conference pointed out that though boys did not mind if girls came top in the "soft" subjects like English and History, they minded very much if girls beat them on maths and physics. This, they thought, went some way towards explaining the way in which, contrary to expectations, girls did not do as well as maths in mixed schools as they did in single-sex schools. Most girls, it was suggested, are more worried about being popular with boys than about school success.

The possibility that some teaching styles might favour one sex more than the other in mathematics was also discussed. Many people thought boys and girls often had different learning strategies, linked with differences in the ways we bring up boys and girls.

Girls, for instance, seem less willing to make mistakes and learn from them, and wanted a set way of solving problems. This could be connected with the way we expect small girls to be less adventurous and more willing to do as they are told than boys. How far does this explain why girls in mixed classrooms participate in discussions so much less than boys, and refuse to compete?

Girls in single-sex schools have to take an active part, as the head of mathematics of a girls' school pointed out. The lack of participation in itself could be another factor in girls' underachievement in mixed schools.

Another factor affecting performance in mathematics was thought to be the different ways in which boys and girls are encouraged to use. Though both boys and girls play with Lego, Meccano and dolls (after all, Action Man is a doll), the amount of time boys spend on constructional toys which encourage spatial abilities of the kind which may be important in mathematics is, in general, far greater than that spent by girls.

However, none of these suggestions can be regarded as more than informed speculation. It is good enough, at a time when the leaders of Britain's telecommunications industry are worried that Britain will lose business to the rest of the world because of a shortage of maths and physics graduates?

The supply of future mathematicians and scientists is adversely affected by the failure of able girls to study A level maths, a decision which filters them out from areas of employment where there are still more jobs than people.

The shortage of maths and science teachers in schools creates a vicious circle, as many young people, both girls and boys, are turned off those subjects by lack of good teaching. If only we really knew how to encourage more girls to carry on studying maths, the cycle might be broken.

The statistics show that the proportion of girls with O level passes in maths who go on to A level is much smaller than that of boys who do so. This sizeable number of girls who could study A level maths but do not are our most readily available source of talent both for teaching and for industry.

Helen Freeman was recently visiting associate professor in the department of educational policy studies, University of Illinois; Zaida Isaacson is lecturer in mathematical education, Polytechnic of North London.



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Index to Appointments Vacant, Wanted and other classifications

### Appointments vacant

Nursery Education 33  
Headships 33  
Other Appointments 33

Primary Education  
Headships 33  
Deputy Headships Senior 34  
Masters/Mistresses 34  
Art and Design 36  
Mathematics 36  
Modern Languages 36  
Music 36  
Physical Education 36  
Science 45  
Other than by Subjects 45

Middle School Education  
Headships 36  
Deputy Headships Senior 36  
Masters/Mistresses 36  
Art and Design 36  
Mathematics 36  
Modern Languages 36  
Music 36  
Physical Education 36  
Science 45  
Other than by Subjects 45

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Application forms and details from the Education Officer, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

## HEADSHIPS

Re-advertisement  
Hutton Village County Primary School,  
Hutton Village, Brentwood (Roll 119)  
Group 3 for September 1980 or as soon as possible.

Previous applicants need not re-apply.  
Closing date: 8 February, 1980.

Application forms and details obtainable from (footlcap S.A.E. required) County Education Officer, Threadneedle House, Market Road, Chelmsford, CM1 7LD.

**ESSEX**  
County Council

### Scale 2 Posts

Scale 1 Posts 61  
Special Education 61  
Headships 61  
Deputy Headships Senior 61  
Masters/Mistresses 61  
Heads of Department 61  
Scale 2 Posts 61  
Scale 1 Posts 62

Independent Schools  
Headships 62  
Deputy Headships Senior 62  
Masters/Mistresses 62  
Classics 62  
Commercial Subjects 62  
Domestic Subjects 62  
Economics 62  
English 62  
Geography 62  
History 62  
Mathematics 62  
Modern Languages 62  
Music 62  
Pastoral 62  
Physical Education 62

Religious Education 64  
Science 64  
Speech and Drama 64  
Other than by Subjects 64  
Preparatory Schools  
Headships 65  
Art and Design 65  
Classics 65  
English 65  
Mathematics 65  
Modern Languages 65  
Physical Education 65  
Other than by Subjects 65

Appointments in Scotland 65, 66  
Colleges of Further Education 67  
Heads of Department 67  
Other Appointments 67  
Colleges and Departments 67  
Heads of Department 69  
Other Appointments 69  
Universities 69  
Fellowships and Studentships and Research awards 70

### Teachers' Centres

Adult Education 70  
Community Homes and Associated Institutions 70  
Other Appointments 70  
Assessment Centres 70  
Youth and Community Service 70  
Overseas Appointments 72  
Administrative Local Education Authority General 74  
Child Care 76  
Educational Psychologists 76  
Examiners 76  
Ancillary Services 77  
Miscellaneous 77  
Outdoor Education 78  
English as a Foreign Language 78

### Appointments wanted

### Other classifications

Educational Courses 78  
Awards and Scholarships 78  
Personal Announcements 79  
Exhibitions 79  
Entertainments 79  
For Sale and Wanted and Postal Shopping 79  
Holidays and Accommodation 79  
Home Exchange Holidays 79  
Properties for Sale and Wanted 79

### EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest. Required for September, 1980, at the following schools:

**Downsall Infants' School**  
Downsall Road, London E15

**Head Teacher: Group 6 School**

Salary from £7,431 to £8,175, plus £8 per month supplement, plus Social Priority Allowance, plus London Allowance of £327.  
Current roll: 380.

**Mission Grove Junior School**  
Mission Grove, London E17

**Head Teacher: Group 5 School**



## BEXLEY LONDON BOROUGH

### St. Paulinus C of E

#### Aided Primary School

Iron Mill Lane, Crayford, Kent DA1 4RW

(Approximately 180 pupils on roll). Group 4

Applications are invited for the post of

## HEAD TEACHER

commencing 1st September, 1980. Applicants should be regular communicant Members of the Church of England. The Managers are looking for a person with good teaching experience, and he/she should be willing to continue the close relationship between the School and Parish. Assistance with removal expenses, legal fees and disbursement allowance can be considered.

Application form and further details can be obtained from Rev. D. G. E. Carpenter, B.D., A.K.C., The Rectory, Clermont Crescent, Crayford, Kent, DA1 4RJ. Large stamped addressed envelope to be enclosed. Forms to be returned by the 18th February 1980.

### Squirrels Heath Junior School (Roll 436)

Sallisbury Road, Romford, RM2 6TP

Required September, 1980 —

## HEADTEACHER

For this Group 5-3-form entry Junior School. Vacancy is due to the retirement of the present Head Teacher. There is a scheme for removal expenses, details on request.

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex. Closing date: 1st February, 1980.

Having

## Headships

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

### CHURCH GRESLEY INFANT SCHOOL

Swadlincote

Group 4

Estimated Maximum Number on Roll 1980/81—190

NORBURY C.E. (CONTROLLED) PRIMARY SCHOOL

Ashtbourne

Group 1

Estimated Maximum Number on Roll 1979/80—28

HAGUE BAR PRIMARY SCHOOL

New Mills

Group 3

Estimated Maximum Number on Roll 1979/80—140

Closing Date: 1 February, 1980.

Application forms and particulars for the above posts (s.e. lookers please) from the Director of Education, County Offices, Mellock.

## DERBYSHIRE

County Council

## HEADSHIP

WILLIAM FORD C. OF E. (AIDED)

JUNIOR SCHOOL

(Group 5—290 Pupils)

Due to the forthcoming retirement of the present Head-teacher, this post falls vacant on 21st April 1980. Applications are welcomed from teachers of energy and initiative who are also, preferably, committed Christians. The School, which is two-form entry, is housed in modern buildings of modified open-plan design.

Salary Range: £7,032-£7,778 p.a. plus £474 p.a. London Addition. Reimbursement of removal expenses in approved cases.

Application forms and further details available (s.e.) from Rev. E. C. Landon, The Vicarage, Crown Street, Dagenham, Essex, to whom they should be returned by 31st January, 1980.

WROXHAM DIVISION

Applications for HEAD TEACHER

WROXHAM JUNIOR SCHOOL

Group 4, Roll 304

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this school. The school is a two-form entry Junior School with a roll of 304 pupils.

Application forms and further details available from the Director of Education, County Offices, Mellock.

Closing date: 1st February, 1980.

## PRIMARY

Headships continued

### HERTFORDSHIRE

COUNTY COUNCIL

Applications for HEAD TEACHER

WATLING JUNIOR SCHOOL

Group 4, Roll 304

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Application forms and further details available from the Director of Education, County Offices, Mellock.

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## New fiction from...

Judy Blume  
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Judy Blume, the phenomenally successful American author, takes the lead in the classroom in this story of Linda Fricker, nicknamed Blubber, an unpopular girl in the fifth grade. There was something about her that made the others want to see how far they could go... but nobody expected her to smile when it did. £3.75.

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Meet Shane McKellar—the boy who doesn't actually look for trouble. But who can usually be found up to his neck in a really first class mystery, along with his friend Sam and Rags the dog.

These are the first two Shane McKellar adventures and the start of a new series of unput-downable mystery stories for 8 to 12 year olds which will keep them guessing to the very end. £3.50 each

T.R. Burch's first book: *Tip's Crime*. (For older children). "has chills excitement on every page. But like all the best thrillers it is the final few paragraphs which hold the biggest shock of all." *The Daily Telegraph*

"T.R. Burch's debut as a new thriller writer for children is impressive and one looks forward to more." *Sunday Telegraph*

## Heinemann Young Books

## New fiction from Blackie

The Silver Hoard  
Tim Goodwin

The silver treasure hoard of Hedeby is the cause of bitter feuding among those who wish to secure it for themselves, but none who touch it are to remain unscathed.

Publication date: 7 February  
£3.95 0 216 90874 4 4DE

## Boori

## Bill Scott

A story of Aborigine life and values. Boori the young warrior has to make a dangerous and challenging journey.

Publication date: 7 February  
£4.25 0 200 72695 1 4DE

## The Mills Down Below

## Mabel Esther Allan

In the summer of 1914, new ideas and new friendships cause Nell Rillsden, the daughter of a wealthy factory owner, to question her own and her parents attitudes and values.

Publication date: 7 February  
£3.95 0 200 72638 2 4DE

Furnival House, 14/18 High Holborn, London WC1

## Jack for all seasons

John Rowe Townsend on Robert Westall

Nathan Fire. By Robert Westall. Macmillan £4.50. 333 27385 0.

Robert Westall is one of four or five notable British writers of fiction for children to have emerged in the seventies: a light crop, compared with that of the previous decade. His first book, *The Machine Gunners*, deservedly won the Carnegie Medal for 1975. Since then he has published a book each year and has become firmly established. The next three books did not have quite the impact of the first, but all showed creative force and individuality. He had a powerful emotional charge.

*Nathan Fire*—his fifth—returns to the barefacedly Tyneside town of Garmonth which was the setting of *The Machine Gunners*. The main characters are older, however, than those in the other books. This is in fact, for better or worse, a teenage novel: fairly glib in parts, concerned a good deal with adolescent writers (self-discovery, discovery of the other sex, discovery of who the world is about) which are not particularly interesting to pre-pubescent children.

## When fox is hero

Mary Hoffman on a new animal saga

The Animals of Farthing Wood. By Colin Dann. Heinemann in association with John Goolbsch £4.95. 434 93430 0.

Such power as Colin Dann's first novel has comes from its use of the quest motif. Not the kind of quest where the seeker tries to recover a lost Eden, like the *Odyssey*, but the other kind, of *Utopia*, like *Watership Down*. Perhaps that is why so many reviewers compare it with the latter.

Farthing Wood, like *Sandford and Merton*, is threatened by the building plans of humans but Richard Adams's prophetic voice only knives "there's something about the warren this evening". Colin Dann's animals are much more *in situ* with their enemies' activities. "Human destruction moves swiftly," says Tammy Owl, "they're capable of cutting down the remainder of Farthing Wood in twelve minutes," predicts Badger. The animals, with Fox as leader and Tad as guide, form a cross-species alliance to emigrate to White Deer Park, a Nature Reserve.

## Story webs

## Myra Barrs

A Book of Pig Tales. Compiled by Rosemary Dobson. Illustrated by David McKee. Kays and Word £2.75. 7182 12061.

Long Live Boer Anansi. By David P. Mohr. Blackie £2.95. 216 90874 1.

The pigs in David McKee's illustrations to Rosemary Dobson's *Pig Tales* are about charmingly only rarely sullying their immaculate pinkness. This book is a fitting tribute to the pig, though one or two of the points it conveys are perhaps a little too piggish. It is a good, lively, and amusing book, with a good deal of traditional pig stories, like the one of the "Three Little Pigs" interspersed with extracts from modern pig literature, like *Charlotte's Web*. However, *The Pig Book* (once known as *The Sunflower*) gives too much prominence to princess and princeps, and too little to pigs.

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The best parts of *Nathan Fire* are not the teenage parts but those which it has in common with *The Machine Gunners*. In the earlier story, a gang of children struggle to make their contribution to the war effort, and almost causing disaster. Jack Stokoe, in *Nathan Fire*, which indicates that someone is transmitting vital information about the Allied situation in the Germany. The difference is that Jack's contribution is a real one: there is a spy, and Jack uncovers him.

The middle-of-the-road atmosphere, the life and speech of a Tyneside family, the olive and vivid: the story of spy-detecting is a strong one and in the first few chapters the action becomes less credible. When Jack's two teenage girl friends dress a disreputable part of town where policemen only go around in pairs, when Jack himself forms a beautiful friendship with the brother-keeper, Nelly Stagg, who turns out to be a

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**Headteacher**  
Wallington High School for Girls  
Woodcote Road, Wallington, Surrey  
Group 10

Applications are invited for the post of Headteacher of Wallington High School for Girls to commence duties on 1st September 1980. The vacancy is due to the appointment of Miss A. M. Mark, M.A., to the headship of Croydon High School for Girls (GPOST). This is an 11 to 18 selective school, admitting 90 to 120 girls annually. The number on roll for September 1979 was 748 (including 149 in the Sixth Form). The school was founded in 1886 and moved into newly built premises in 1965.

Application form and further particulars from the Director of Education, The Grove, Caterham, Surrey, GU9 8AA (s.e.s., please). Telephone: 01-881 5740. Closing date: 31st January 1980.

Previous applicants will be considered and need not re-apply.

**London Borough of Sutton**

**EDUCATION CENTRAL SERVICES**  
LEA MANOR HIGH SCHOOL AND COMMUNITY COLLEGE  
Northwell Drive, Luton

**HEAD**  
(Group 11, plus £350)

(Re-Advertisement.) From September, 1980, Applications are invited, particularly from Head Teachers, for the Headship of this Group 11 High School (ages 11-16) and Community College. Ten Form entry. Application form and further details obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, MK42 9AP.

Closing date: 8th February, 1980.

**Bedfordshire**  
COUNTY COUNCIL

**Leicestershire**

LEICESTER WYCLIFFE SCHOOL AND GRAUNSTONE COMMUNITY EDUCATION PROJECT  
(11-16 COMPREHENSIVE)

**HEAD/PRINCIPAL**  
GROUP 2 (PLUS ALLOWANCE OF £1,228 FOR COMMUNITY EDUCATION PROJECT)  
Plus Social Priority Schools Allowance

HEAO/PRINCIPAL required August 1980 for this co-educational school and community education project. About 750 on roll. We want someone of exceptional energy, enthusiasm, imagination and professional commitment, to carry on the work of the present head (who retires this summer) to create a school serving the educational needs of full-time students and the community of the Graunstone estates.

Details on request from the Director of Education, (S.A.E.).

Apply (no form) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicestershire LE5 8BP. By 26th January.

**CALDERDALE METROPOLITAN BOROUGH COUNCIL**  
EDUCATION DEPARTMENT  
HOLY TRINITY C.E. (AIDED) SENIOR SCHOOL  
(11-18 COMPREHENSIVE)

**HEAD (Group 9)**  
Priest or Lay Person

From 28 August, 1980, as a result of the promotion of our present Headmaster the Governors require a Head Teacher (who must be a practising communicant of the Church of England) for this developing mixed 11-18 Comprehensive School: 4 form entry.

Application forms obtainable from the School (enclose a stamped, addressed envelope). Completed forms should be returned to the Revd. J. H. Rushworth, 9 Love Lane, Central Park, Halifax, West Yorkshire, by 4 February, 1980.

**SECONDARY Deputy Headships continued**

**BROOKLEY**  
Leamington Spa, Warwickshire  
The Leamington School, Leamington Spa, Warwickshire, CV31 3JH. The Leamington School, Leamington Spa, Warwickshire, CV31 3JH. The Leamington School, Leamington Spa, Warwickshire, CV31 3JH.

**LONDON NEWS**  
The London News, London, EC1A 3JH. The London News, London, EC1A 3JH. The London News, London, EC1A 3JH.

**BUCKINGHAMSHIRE**  
The Buckinghamshire Education Committee, High Wycombe, Bucks. HP12 3JH. The Buckinghamshire Education Committee, High Wycombe, Bucks. HP12 3JH. The Buckinghamshire Education Committee, High Wycombe, Bucks. HP12 3JH.

**NEWCASTLE upon Tyne**  
The Newcastle upon Tyne Education Committee, Newcastle upon Tyne, NE1 3JH. The Newcastle upon Tyne Education Committee, Newcastle upon Tyne, NE1 3JH. The Newcastle upon Tyne Education Committee, Newcastle upon Tyne, NE1 3JH.

**CAMBRIDGESHIRE**  
The Cambridgeshire Education Committee, Peterborough, Cambs. PE1 3JH. The Cambridgeshire Education Committee, Peterborough, Cambs. PE1 3JH. The Cambridgeshire Education Committee, Peterborough, Cambs. PE1 3JH.

**WALSALL**  
The Walsall Education Committee, Walsall, Staffs. WS1 3JH. The Walsall Education Committee, Walsall, Staffs. WS1 3JH. The Walsall Education Committee, Walsall, Staffs. WS1 3JH.

**NOTTINGHAMSHIRE**  
The Nottinghamshire Education Committee, Nottingham, Notts. NG1 3JH. The Nottinghamshire Education Committee, Nottingham, Notts. NG1 3JH. The Nottinghamshire Education Committee, Nottingham, Notts. NG1 3JH.

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**NOTTINGHAMSHIRE**  
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**WAKEFIELD (City of)**  
The Wakefield Education Committee, Wakefield, W.Y. WF1 3JH. The Wakefield Education Committee, Wakefield, W.Y. WF1 3JH. The Wakefield Education Committee, Wakefield, W.Y. WF1 3JH.

**WALSALL**  
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**ROYAL BOROUGH OF KINGSTON UPON THAMES**  
Applications are invited for the Headship of the Tiffin Girls' School

which will become vacant on 1st September, 1980, on the retirement of the present Headmistress. The school is a selective Grammar school with 670 girls on roll including 130 in the Sixth Form.

Salary: Burnham Scale Group 10, plus London Allowance £327.

Assistance may be provided with removal expenses in approved cases.

Further details and application forms are obtainable from the Head of Schools Service, Directorate of Education and Recreation, Tolworth Tower, Surbiton, Surrey, KT8 7EE. Closing date 14 days from the appearance of this advertisement.

**County of Cleveland**

**SECONDARY SCHOOL**  
BOYNTON SCHOOL  
Middlesbrough (Group 10) (Roll 915)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11-16 mixed comprehensive school. The vacancy arises because of the retirement of the present Head Teacher at Easter, 1980.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned by not later than Friday, 19 February, 1980.

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**Cambridgeshire County Council**  
Huntingdon Area

Longsands School  
St. Neots, Huntingdon, Cambs.

No. on roll 1,830 (including 185 in 6th form)  
Headmaster: D. Brian Stevens

**Deputy Head**  
(Group 12) required for Easter or September, 1980

The post falls vacant at the end of the term because of the promotion of the existing holder to Headship. Longsands has pleasant, modern buildings and serves part of the market town of St. Neots and much of the surrounding rural area. Since 1970 it has been designated a Community College.

The Deputy Head has substantial delegated responsibility for the organisation and management of the school, and much of the detailed job specification for this post can be arranged to meet the strengths of the successful applicant. He/she will be expected, nevertheless, to play a major part in curriculum development, design and development, as well as being concerned with the day to day running of the school. Leadership qualities of the highest order are essential; candidates should be able to demonstrate a successful track record in this field in subject department, pastoral work or, perhaps, in educational administration.

Full details of the school, and of the post, together with an application form, may be obtained from the Headmaster's Secretary, Longsands School, St. Neots, Huntingdon, Cambs., PE18 1LQ (Telephone 0455 72228).

**GWENT EDUCATION COMMITTEE**  
Required for Summer Term 1980

Applications are invited from qualified teachers for the following vacancies:

(a) **FIRST DEPUTY HEAD** (Group 12) to be responsible primarily for curriculum, timetable and examinations and to assist the Headmaster in the day to day running of the school.

(b) **SECOND MASTER/MISTRESS** (Group 12) to take responsibility for discipline, behaviour and welfare, the whole pastoral organisation of the school, and to share the curriculum planning and join the senior management team.

(c) **HEAD OF MIDDLE SCHOOL** to take responsibility for the discipline, academic progress and pastoral care of years 3 and 4 housed in their own block. This is a most challenging post which calls for wide experience, qualification and considerable energy. Scale 4 but Senior Teacher Scale considered for outstanding applicant.

Application forms are available from the undersigned on receipt of stamped addressed envelope and should be returned by the 1st February, 1980.

Successful applicants will be required to submit a satisfactory report on appointment. Education Officer, Gwent Education Committee, County Hall, Gwent, NP44 2XG.

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### Scale 1 Posts

**Scale 1 Posts**

**BARNESLEY**  
METROPOLITAN BOROUGH  
COUNCIL  
POSITION COMPREHENSIVE  
SCHOOL  
Head, Deputy, Assistant

Year and O'Connell level 1 headmaster  
in the Irish. Science is well estab-  
lished in the (rural) and is based  
in new laboratories.  
Application forms are obtainable  
from the Headmaster, S.A. 22,  
before 14 days following the  
success of this industry, when

**BARKING AND DAGENHAM**  
(London Borough of)  
MAXIMUM EMPLOYMENT COMPREHENSIVE;  
SCHOOL  
Unit 3, 377

(Ref: Admitt 343462)  
(Number on roll: 1,149)  
11-11-1987  
Noted for J. May 1980.  
It possible, a T.A. of  
11-11-1987. Scale f.  
Courses established in C.S.E.  
"O" and "A" levels.  
"A" level work is available  
for suitably experienced candi-  
dates. Well equipped labora-  
tories. Full-time work preferred  
but part-time work on a tem-  
porary basis would be con-  
sidered.  
Application forms and in-

TEACHERS and BIOLOGY  
Realized to offer a last teach-  
ing commitment within the  
Science Department including  
Integrated Science with the  
Third Year and "O" level  
and G.S.E. Biology courses in  
Years 4 and 5. There will  
also be an opportunity to teach  
at "A" level standard.  
Application forms and fur-  
ther details available from the  
Headmaster at the school.

Application forms and further details from Head Teacher (aimed at address envelope). Closing date: 1 February 4.

April 1980 to join strong  
has modern facilities,  
es and laboratory assa-  
level.

GH SCHOOL  
shalton SM5 3HP  
Headteacher  
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...MA, FIL  
...IBILITY FOR COMPUTER  
...ultably qualified and ex-  
...April 1980. The school  
...and there are established  
...Further details available  
...EB SCHOOL

ence should be made school concerned.  
ance \$327 per annum.  
expenses for continued



All vacancies are open to both men and women. Applications in the first instance should be made to the Headteacher of the school concerned. All posts have London Allowance £327 per annum. Assistance with removal expenses in approved cases.



























**SALFORD  
COLLEGE  
OF TECHNOLOGY**

Application forms and further  
information, which are both sup-  
plied, validations, sound in-  
dustrial ability and a measure  
of personality for the post.  
Salary, Lecturer (male) £25,250  
p.a.

**EAST SUSSEX**  
CHENY TRONCH,  
COLLECTED IN AMY & OSEKIN  
Lashorne  
Applications are invited for  
the following positions:  
--TEXTILES, ASH  
--Applications should have in-  
dustrial experience in textile Des-  
igning, construction and an un-  
derstanding and interest in fast  
technology.  
The successful applicant will  
be required to develop and maintain  
various textile products, including  
textile structures, textile  
construction, textile and tex-  
tile design, although the main re-

Salary scale will be in the region of \$6,597 to \$7,711 according with the current Civil Service Scale. The starting salary depends on qualifications previous experience.

Further particulars and formal application can be obtained from the Principal, College of Arts, Education, Forestry, Sport, and Leisure, Eastbourne, East Sussex BN21 2HT, on receipt of a S.

## Universities

### CAMBRIDGE

JESUS COLLEGE  
Program to elect 10 to three  
LAWYER-MONTELEONE, from  
teaching in the Secondary Ed  
tion System, for one term  
during the academic year 1980  
they will enjoy the privileges  
relieve the law rooms and  
horns; and they will receive an annual  
allowance of up to \$150.  
 hoped that they will use the

for walking or for study.  
Application forms may be  
taken from the American Secre-  
tary and should be returned by 7:30  
p.m.

**EXETER**  
**THE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**ADVANCED PROFESSIONAL**  
**STUDIES**  
The Teacher with not less than  
three years' qualified  
experience)  
**DIRECTOR OF PHILOSOPHY**  
**IN EDUCATION**

**PHILOSOPHY IN EDUCATION**  
The 1976-77 full-year and  
standing October, 1980.

One-year full-time run offered jointly with Dartmouth College of Arts and Sciences at Burlington.

**MASTERS OF EDUCATION**

One year full-time study one of the following fields: Curriculum Studies, Language in Education, The Teaching of English Literature, The Teaching of History, The Teaching of Mathematics, The Teaching of Modern Languages, or Teaching of Science.

**DEGREE BY RESEARCH**

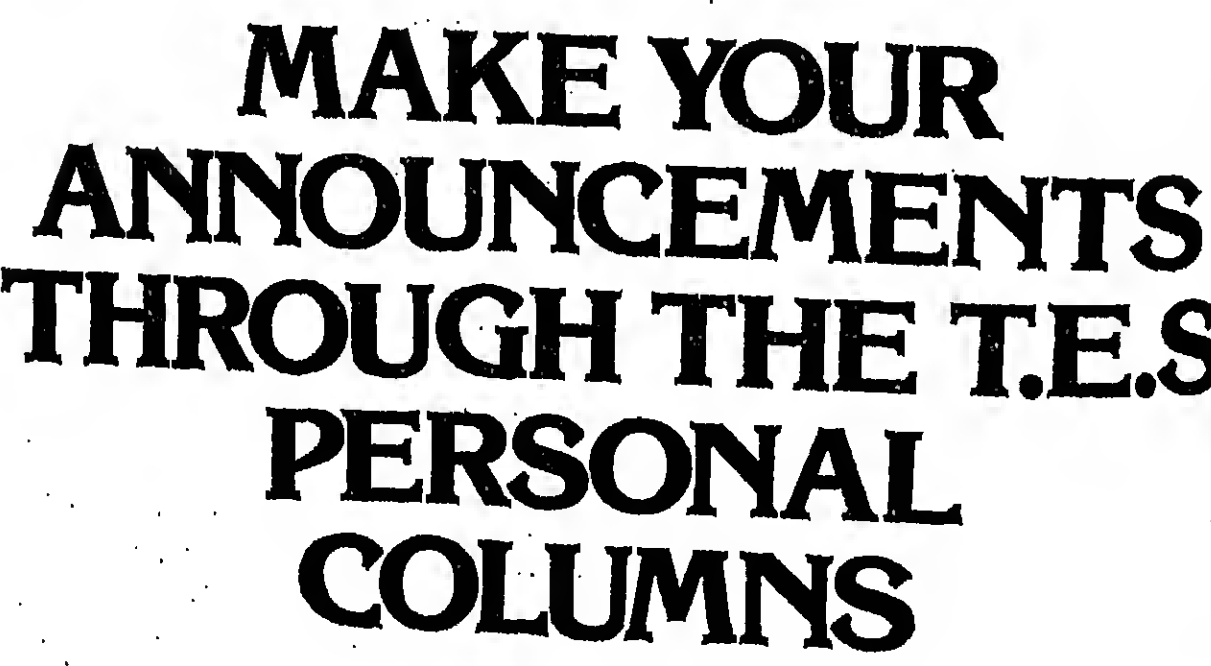
M.Ed., M.A. and Ph.D.  
The following holds: Language  
and literature in education,  
curriculum studies, physical  
education, audio-visual me-  
dia, aspects of the sociology  
and psychology of education,  
educational administration, and  
the evaluation of all courses  
are obtainable from the Aca-  
demic Registrar and Success  
Faculty of Education,  
University of Guelph, North  
Campus, Queen's Drive, Ex-  
tension 40L.

L.T.A. teachers are eligible  
for technical on full salary  
after teachers' salaries are in-  
creased from Local Authority  
rates.

**JAMAICA**  
**UNIVERSITY OF THE**  
**WEST INDIES**  
Applications are invited  
the following posts:

**LECTURER**  
**ASSISTANT LECTURER**  
**DEPARTMENT OF ENGLISH**  
To conduct tutorial group  
and seminars, to lecture  
and assist with general teaching  
and supervising work of  
Department.

**ASSISTANT DIRECTOR, FILLER**  
**IN GEOGRAPHY**  
Applicants must be fluent  
Geographers with major expe-  
rience in Agricultural Geogra-  
phy and Human Geography  
especially in relation to  
Third World. Proven com-  
mence in Quantitative Tech-  
niques also.  
Salary: \$12,600. Locu-  
1979-80: \$12,600. Locu-  
p.a. 1980-81: \$13,000.  
2000 Day p.a. Accom. Locu-  
1979-80: \$12,600. Locu-  
p.a. 1980-81: \$13,000.  
12,000 p.a. (cl. Wor-  
equival. \$13,500). Family  
costs: housing,  
food, and travel \$7,  
\$1,000.



# MAKE YOUR ANNOUNCEMENTS THROUGH THE T.E.S. PERSONAL COLUMNS

**THE TIMES**  
**Educational Supplement**

**SCHOOL OF TECHNOLOGY AND DESIGN**  
Division of Automobile Engineering,  
Fabrication and Welding and  
Metallurgy  
**LECTURER GRADE I**  
IN AUTOMOBILE ENGINEERING

 **Bradford College**

**HOUNSLOW** Through all London through all HOUNSLOW THROUGH ALL  
**HEAD OF DEPARTMENT OF AIR**  
DESIGN IN Trade IV  
HOUNSLOW THROUGH ALL  
well equipped accommodation and  
is responsible for foundation, design,  
technology, diploma and higher diplomas  
in studio practice and  
commercial illustration and graphics  
and non-visual courses.  
Salary £6,000 to £7,700 plus  
£1,000 supplement and £1,700 London  
allowance.  
Further particulars and application  
forms from The Prince Consort School of  
Hounslow Higher College, London Road, Isleworth TW7 8JN,  
London, or A.C. Education, 100, Tottenham  
Court Road, London N1 2UY.

**LECTURER/**  
**ASSISTANT LECTURER/**  
**IN GEOGRAPHY**  
Applicants must be Human  
Geographers with a major expe-  
rience in Agricultural Geography  
and Historical Geography  
especially in relation to the  
Third World. Proven compe-  
tence in Quantitative Tech-  
niques also required.

Salary	Scales	Lecturer
1979-80	£12,690	17,000

[illegible]


To teach Short-hand, Typewriting, Secretarial Practice and Office Procedures. Applicants should preferably be qualified teachers and have relevant business and teaching experience and be able to contribute to the development of courses in Secretarial Studies.

The salary for the above post will be in accordance with the Burnham Scale for Teachers in Establishments of Further Education.

Lecturer 1 £3,480-£5,986 plus the supplement of £6 per month.

Application forms and further particulars are available from: Staffing Officer, Bedford College, Great Horton Road, Bedford B07 1AY, and completed forms should be returned so as to reach him not later than 2nd

February, 1980.

 **BRADFORD  
COLLEGE**

---

***THE SCHOOL OF EDUCATION  
STANFORD UNIVERSITY***  
announces Faculty Positions for 1980-1981

At the Senior Level (Tenured positions)

**EDUCATION AND ANTHROPOLOGY**

Train students in anthropologically-based perspectives, theories and models as they relate to education.

**EVALUATION**

Develop further an ongoing training programme, supervise field experience in evaluation.

**TEACHER EDUCATION**

Conduct research on and design of programmes of professional preparation in education.

At the Junior Level (Tenure-track positions)

**EARLY CHILDHOOD**  
Teach and conduct research on social and cognitive aspects of development in educational settings.

**DECISION SCIENCES**  
Teach both introductory and advanced substantive and methodological courses, decision analysis.

**ELEMENTARY AND SECONDARY SCHOOL ADMINISTRATION**  
Address issues and problems in administration of elementary and secondary education, and district management.

**MEASUREMENT DESIGN**

**MEASUREMENT DESIGN**  
Teach and advise measurement theory and development.  
**QUANTITATIVE METHODS IN EDUCATIONAL RESEARCH**  
Advise in design and analysis of data for research projects and doctoral dissertations.  
**3-Year Term Appointment**  
**INTERNATIONAL DEVELOPMENT EDUCATION**  
Education and political change, experience in Africa and knowledge of educational development in Africa desirable.  
For further information, please contact:

**Velerie K. Femilant, Assistant to the Dean, School of Education, Stanford University, Stanford, CA 94305 ..**  
***Deadline for applications, February 15 1980***



**UNIVERSITY APPOINTMENTS continued**

**OXFORD**  
The University of Oxford is seeking applications for a post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Faculty of Education. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Faculty of Education, University of Oxford, 1, Wellington Square, Oxford OX1 2JD.

**SOUTHAMPTON**  
The University of Southampton is seeking applications for a post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Faculty of Education. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Faculty of Education, University of Southampton, 1, Wellington Square, Southampton SO9 1JD.

**READING**  
The University of Reading is seeking applications for a post of Lecturer in the Department of Education. The successful candidate will be responsible for the teaching of Education in the Faculty of Education. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Faculty of Education, University of Reading, 1, Wellington Square, Reading RG1 2JD.

**Catholic Social Services, Liverpool**  
ST. VINCENT'S ASSISTED COMMUNITY HOME (C.H.E.) RAVENMOOLS LANE, FORMBY, MERSEYSIDE

**Headmaster**

Applications are invited for the residential post of Headmaster of the above Assisted Community Home with education on the premises which will provide, in the near future, care and treatment for 50 boys of the age range 10-15 years who will be accommodated in two 15 boy and one 20 boy living units. The post is available immediately. Applicants should be qualified teachers or social workers with experience at senior level, of providing care for children in a residential setting and of the organisational, administrative and development responsibilities involved. Conditions of service accord to J.N.C. equivalents (Salary Group III £8,481-£9,223 p.a.). This post, being residential, provides a three bedroom self-contained flat in the main building. Full residential emoluments are chargeable at the currently negotiated national rate. For an informal discussion of this post please telephone the Administrator, Catholic Social Services, Liverpool, telephone: 051-708 0556. Application forms and further details from The Administrator, Catholic Social Services, 150 Brownlow Hill, Liverpool L3 5RF. Closing date: 11th February, 1980.

# TEACHERS. MOVE UP TO A POST AS AN INSTRUCTOR OFFICER IN THE ROYAL NAVY.

If you have the right combination of talent, initiative and leadership potential, you could become an Instructor Officer and teach in the Royal Navy. But you would be more than a teacher. You would be trained to be a Naval Officer, and would be expected to lead and exercise authority accordingly. Then, with a degree in Engineering, Physics, Mathematics or Computer Science, or a teaching qualification in Physical Science, you would become involved in the education and training of Naval Ratings at all stages of their careers. With a good honours or higher degree in these subjects, you could soon become involved in Officers' degree and post-graduate training in Engineering or Nuclear Science. There are also a few vacancies for good Arts graduates to teach Liberal Studies and Current Affairs at all levels. You would join on a Short Career Commission



HMS HERMES, 26,500-TONNAGE SUBMARINE CARRIER.

**Assessment Centre**

**BUCKINGHAMSHIRE**  
The Bucks Education Authority is seeking applications for a post of Assessment Centre. The successful candidate will be responsible for the assessment of pupils in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Bucks Education Authority, 1, Wellington Square, Bucks HP1 2JD.

**Adult Education**

**NORTHAMPTONSHIRE**  
The Northampton Education Authority is seeking applications for a post of Adult Education. The successful candidate will be responsible for the teaching of adult education in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Northampton Education Authority, 1, Wellington Square, Northampton NN1 2JD.

**South Glamorgan**

The South Glamorgan Education Authority is seeking applications for a post of South Glamorgan. The successful candidate will be responsible for the teaching of South Glamorgan in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the South Glamorgan Education Authority, 1, Wellington Square, South Glamorgan CF1 2JD.

**Teachers' Centres**

**CROYDON**  
The Croydon Education Authority is seeking applications for a post of Teachers' Centres. The successful candidate will be responsible for the teaching of Teachers' Centres in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Croydon Education Authority, 1, Wellington Square, Croydon CR1 2JD.

**Community Homes and Associated Institutions**

**ISLINGTON**  
The Islington Education Authority is seeking applications for a post of Community Homes and Associated Institutions. The successful candidate will be responsible for the teaching of Community Homes and Associated Institutions in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Islington Education Authority, 1, Wellington Square, Islington N1 2JD.

**Northamptonshire**

The Northamptonshire Education Authority is seeking applications for a post of Northamptonshire. The successful candidate will be responsible for the teaching of Northamptonshire in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Northamptonshire Education Authority, 1, Wellington Square, Northamptonshire NN1 2JD.

**Avon County**

The Avon County Education Authority is seeking applications for a post of Avon County. The successful candidate will be responsible for the teaching of Avon County in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Avon County Education Authority, 1, Wellington Square, Avon County BA1 2JD.

**Northamptonshire**

The Northamptonshire Education Authority is seeking applications for a post of Northamptonshire. The successful candidate will be responsible for the teaching of Northamptonshire in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Northamptonshire Education Authority, 1, Wellington Square, Northamptonshire NN1 2JD.

**Northamptonshire**

The Northamptonshire Education Authority is seeking applications for a post of Northamptonshire. The successful candidate will be responsible for the teaching of Northamptonshire in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Northamptonshire Education Authority, 1, Wellington Square, Northamptonshire NN1 2JD.

**YOUTH AND COMMUNITY SERVICE continued**

**CORNWALL**  
The Cornwall Education Authority is seeking applications for a post of Youth and Community Service. The successful candidate will be responsible for the teaching of Youth and Community Service in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Cornwall Education Authority, 1, Wellington Square, Cornwall TR1 2JD.

**Leamington**

The Leamington Education Authority is seeking applications for a post of Leamington. The successful candidate will be responsible for the teaching of Leamington in the county. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Director of the Leamington Education Authority, 1, Wellington Square, Leamington CV3 2JD.

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### CAREERS OFFICER

Based at Princess House, Princess Way, Swansea.  
REF: SVP/037/008  
The Careers Officer is responsible to the District Careers Officer for the full range of Careers Advisory work with pupils up to and including 5th year, assisting in the guidance and planning of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced.  
SALARY: £4,644 to £5,087 per annum.  
For application forms write to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

## ileA INSPECTORS OF Primary Education (2 Posts)

Salary Range: £10,799-£11,858 (inclusive of London weighting)  
Inspectors of Primary Education required to be members of the primary team, led by a Staff Inspector, with general responsibility for advising on the development of primary education in the ILEAs as a whole. The posts will require a special interest to be taken in the work of primary schools in one or more divisions.  
Candidates should have substantial experience of teaching in primary schools and have appropriate qualifications.

Application forms and further details obtainable from the Education Officer (EO/Esab 15), Room 367, County Hall, London SE1 7PB. (Kindly enclose a stamped addressed envelope).  
Completed forms to be returned not later than 1 February 1980.

**ADMINISTRATION**  
Local Education Authority continued

**CITY OF WAKEFIELD**  
EDUCATION DEPARTMENT  
EDUCATION OFFICER  
AP/2/4/100/000

Applicants must hold the Certificate of Education (C of Ed) or equivalent. They must also have a minimum of 5 years' experience in education, preferably in the field of administration. The successful candidate will be responsible for the day-to-day running of the Education Department, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, City of Wakefield, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

**INDUSLOV**  
11-month term of office  
EDUCATION DEPARTMENT  
CAREERS OFFICER  
Other details in C.A.T. 100/000

Applications are invited from qualified and experienced teachers to fill the post of Careers Officer. The successful candidate will be responsible for the day-to-day running of the Careers Service, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, Induslov, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

**STAFFORDSHIRE**  
EDUCATION DEPARTMENT  
EDUCATION OFFICER  
AP/2/4/100/000

Applications are invited from qualified and experienced teachers to fill the post of Education Officer. The successful candidate will be responsible for the day-to-day running of the Education Department, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, Staffordshire, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

**ST. HELENS**  
EDUCATION DEPARTMENT  
EDUCATION OFFICER  
AP/2/4/100/000

Applications are invited from qualified and experienced teachers to fill the post of Education Officer. The successful candidate will be responsible for the day-to-day running of the Education Department, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, St. Helens, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

**THE LINCOLN BRANCH**  
EDUCATION DEPARTMENT  
EDUCATION OFFICER  
AP/2/4/100/000

Applications are invited from qualified and experienced teachers to fill the post of Education Officer. The successful candidate will be responsible for the day-to-day running of the Education Department, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, The Lincoln Branch, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

**WALSLEY**  
EDUCATION DEPARTMENT  
EDUCATION OFFICER  
AP/2/4/100/000

Applications are invited from qualified and experienced teachers to fill the post of Education Officer. The successful candidate will be responsible for the day-to-day running of the Education Department, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, Walsley, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

## UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE

The College offers a secondary education to 1,200 students from 100 different nationalities. The curriculum is based on the British system, with the addition of local subjects. The College is a non-profit-making institution, and its income is derived from fees and donations. The College is currently seeking applications for the following posts:

- (1) Mathematics teacher to take classes at all levels, including National Mathematics Olympiad. £11,000 per annum.
- (2) English teacher to take classes at all levels, including National English Olympiad. £11,000 per annum.
- (3) Science teacher to take classes at all levels, including National Science Olympiad. £11,000 per annum.
- (4) Language teacher to take classes at all levels, including National Language Olympiad. £11,000 per annum.
- (5) History teacher to take classes at all levels, including National History Olympiad. £11,000 per annum.
- (6) Economics teacher to take classes at all levels, including National Economics Olympiad. £11,000 per annum.
- (7) Physical Education teacher to take classes at all levels, including National Physical Education Olympiad. £11,000 per annum.

For all these posts, initial contracts of three years' duration with the option of renewal for a further three years. Preference will be given to those candidates who have held similar posts in the past. Applications should be sent to the Director of Education, United World College of South East Asia, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

## RE-ADVERTISEMENT EDUCATION COMMITTEE Principal Adviser

Applications are invited from suitably qualified persons to fill the post of Principal Adviser. The successful candidate will be responsible for the day-to-day running of the Education Committee, including the preparation of budgets, the management of staff, and the coordination of services. The post is a full-time position, working 40 hours per week, with a salary of £4,644 to £5,087 per annum. Applications should be sent to the Director of Education, Education Committee, 100, The Quadrant, Wakefield, Wetherby, West Yorkshire WF1 1TA. Closing date: 1st February 1980.

## ileA INNER LONDON EDUCATION AUTHORITY

### Inspector for Mathematics (District Rank)

Salary Range: £12,578-£13,721 (including London weighting)  
A vacancy exists for an Inspector of Mathematics for District Rank to be a member of a large team led by the Staff Inspector for Mathematics. This team is concerned with all aspects of maths in primary, secondary and special schools. The person appointed should have good academic qualifications, extensive teaching experience and a knowledge of recent developments in the subject.

Application forms and further details obtainable from the Education Officer (EO/Esab 15), Room 367, County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope).  
Completed forms to be returned by 1 February 1980.

## HALTON BOROUGH COUNCIL CHIEF ENVIRONMENTAL OFFICER'S DEPARTMENT POST NO. 119—PLAYLEADER

Grade—Miscellaneous 8/8—£3,685-£4,413 p.a.  
A PLAYLEADER  
In required for the Cunningham Road area of Widnes to supervise, guide and develop a children's play facility.  
The successful applicant, who should have had relevant experience, should be a mature person capable of working with, involving and organising voluntary assistance in the running of the playground.  
The leader will be appointed to the Chief Environmental Officer's Department and be responsible to the Head of Leisure and Amenity Services.  
Application forms and job descriptions are available from the Head of Personnel and Management Services (Tel. 051 424 2061, ext. 145) and should be returned no later than 31st January, 1980.  
R. Turton, Chief Executive  
Municipal Building, Kingsway, Widnes, Cheshire.

## Lancashire County Council EDUCATION COMMITTEE

Applications are invited from A.P.T. and O. etc. Staff for appointment to the following post—  
**ASSISTANT DISTRICT EDUCATION OFFICER DISTRICT 10 (BLACKBURN)**  
SALARY SCALE: P.O. 1 (B-10)—£7,126-£7,606 per annum  
Applicants should preferably have substantial administrative experience in the Education Service and hold an appropriate qualification.  
The Assistant District Education Officer will be required to assist the District Education Officer in the administration of the Education Service in the District and to deputise for him in his absence.  
Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, to whom they should be returned by 31st January, 1980, quoting reference AS/7/12/10.

## HAMPSHIRE COUNTY ADVISER FOR CRAFT, DESIGN AND TECHNOLOGY

Salary £8,382-£9,126 + £72 per annum payment on account  
Applications are invited from candidates with successful teaching experience and appropriate qualifications in Engineering and/or Technical Studies.  
Application forms and further particulars, quoting Post No. CE.03.044, are obtainable from the Education Department, General Administration Section, The Castle, Winchester, Telephone Winchester 4411, Ext.: 509, returnable by 11th February, 1980.

## Cheshire CAREERS OFFICER Special Measures Team AP4/5 (Re-advertisement)

Are you a trained, qualified Careers Officer? Are you a member of the Special Measures Team? The well-established Special Measures Team 7, the well-established Careers Officer is based in one of the eight Districts of Cheshire, in this case, in Halton. The Team is concerned with the physical and social care and development of the young people and will work alongside teaching and medical staff. Care staff work alternate week-ends and some strenuous duties are expected for which overtime is paid. Normal school holidays.  
Ability to drive an advantage. Accommodation available. emolument charge £548, £4.92 for sleeping in.  
For further details write and name two referees to the Headmaster at the School, (SAE pieces).

## LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT SOUTHGATE TECHNICAL COLLEGE

Principal: W.A.G. Easton, MA CEng, FIMechE, FRSA  
Required as soon as possible  
**CHIEF ADMINISTRATIVE OFFICER and CLERK TO THE GOVERNING BODY**  
Salary Scale (including London Weighting)—PO Grade 1 (points 3-7), £7,017-£7,710  
Further details and application forms may be obtained from the Principal, Southgate Technical College, High Street, Southgate, LONDON N14 6BA, or receipt of a fee which should be matched clearly with the job reference in which case no fee is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

## STEVENAGE BOROUGH COUNCIL

Applications are invited from men and women for the following post—  
**MUSEUM EDUCATION OFFICER**  
AP/4/24,200 p.a.-£5,187 p.a. incl.  
Applications are invited from persons holding a teaching qualification preferably with some Museum experience or interest.  
The postholder will be responsible for the organisation and running of the Museum School Service, Museum Club and other educational aspects of the Museum. The successful candidate will also be expected to take an active part in the general running of this lively Museum Service.  
Application forms and further details are available from the Personnel Officer, Stevenage Borough Council, Southgate House, Stevenage, Herts, SG1 1HN. (Tel. Stevenage 66133, ext. 209.)  
Closing Date: 31 January, 1980.

## HERTFORDSHIRE COUNTY COUNCIL PROFESSIONAL ASSISTANT

Applications are invited for this appointment from graduates with good teaching experience. This post provides an excellent opportunity for a teacher to enter educational administration through experience in an education office would be an advantage. The work is varied, interesting and demanding. Previous holders of this post have found it a very satisfying experience. Car. allowance payable.  
Goulbury Report Head Teacher Group 7 scale, £5,121 by four increments to £8,985 (inclusive).  
Apply by letter (no forms) to County Education Officer (Ref. AFS/684), County Hall, Hertford (from whom further details may be obtained) with the names of two referees by Friday, 8th February, 1980.

## Education Department Valence School, Walsingham, TN18 1QN

### RESIDENTIAL CHILD CARE OFFICER

£2,574-£3,565  
At this boarding school for boys and girls aged 5-17 who have physical disabilities. As part of a team he/she will be concerned with the physical and social care and development of the young people and will work alongside teaching and medical staff. Care staff work alternate week-ends and some strenuous duties are expected for which overtime is paid. Normal school holidays.  
Ability to drive an advantage. Accommodation available. emolument charge £548, £4.92 for sleeping in.  
For further details write and name two referees to the Headmaster at the School, (SAE pieces).

## KENT COUNTY COUNCIL

### CAREERS OFFICER AP2/4—HALTON

District Careers Office—Education  
Are you a trained and qualified Careers Officer or holding a qualification in professional training? If so, why not join the Cheshire team? We are looking for a Careers Officer for the Halton district who will work with the whole ability range of pupils in schools, make a positive contribution to the work with employers and be involved with the ongoing needs of young people who have left full-time education. Every opportunity to develop individual interests, within the County's overall strategy, will be given.  
Salary within the range £2,598 to £5,587 per annum. Application forms and further particulars obtainable from the Director of Education, Cheshire County Council, Education Department, County Hall, Chester, CH1 1BD. Closing date 1st February.

## CITY OF SHEFFIELD Education Department Careers Service, AUEW House, Furnival Gate, Sheffield 1

### SENIOR CAREERS OFFICER (TEAM LEADER)

£2,264-£6,636  
Applications are invited for this challenging appointment in the Careers Service.  
Will be responsible for the effective leadership of a team of Careers Officers and supporting staff dealing with eight (11 to 18 year olds) comprehensive schools and a college of further education. In addition, the post involves making a contribution, as part of a Management Team, to the running of the Service.  
Should hold graduate or comparable qualifications and also preferably a qualification in vocational guidance and have had experience, at a senior level, in the Careers Service.  
Application forms and further particulars are available from the Chief Education Officer (Ref. ST/P/CW), Education Department, Leopold Street, Sheffield, S1 1RL, to whom they should be returned within 10 days of the appearance of this advertisement.

## EAST MIDLAND REGIONAL EXAMINATIONS BOARD (Certificate of Secondary Education)

### ASSISTANT SECRETARY

PO1 (3-7) £6,827-£7,329  
Applications are requested from suitably qualified and experienced persons for the post of Assistant Secretary to the Board. National Joint Council conditions of service apply. Further details and application forms which should be returned by 28 January, 1980, are available from THE SECRETARY, EAST MIDLAND REGIONAL EXAMINATIONS BOARD, ROBINS WOOD HOUSE, ROBINS WOOD ROAD, ASPLEY, NOTTINGHAM. Tel.: Nottingham 295367.

## "The teacher has a vital role to play in the development of commerce, science and technology—this is both widely recognised and highly valued."

If the English teacher is held in especial esteem there are good reasons for this. Although there are four official languages in Singapore, English is the language of administration, commerce, industry and the professions. It is also the major language of instruction at all levels of education and so the key to better career prospects. This has resulted in an increasing proportion of families sending their children to English speaking schools.

So the role of people recruited from overseas in helping to raise the standard of English is a vital one—hence the need for well qualified, experienced and committed teachers of proven ability, of which there is currently a shortage in Singapore. Recognising that a move of this kind will be a major decision, especially for married teachers with children, every effort has been made to make the contract terms as flexible as possible. The initial contract lasts for two years at the end of which the teacher can opt for a renewal contract of any length in multiples of two years, which in effect offers a long term career appointment. If you decide to build a life in Singapore, within the confines of an advertisement we cannot do justice to all the advantages which these appointments can offer. Some, however, speak for themselves. You will find yourself working in a stimulating environment with students who exercise a high degree of self-discipline and have a driving ambition to do well—all of which is reflected in their attitude towards the teacher. They come from a society which is keen to succeed, hardworking and very competitive.

Living in Singapore can be equally rewarding. It is Singapore's diversity which makes it so fascinating: reflected in its many facets of daily life—the architecture, the music, dance, art, dress, religious festivals and of course, the food.  
Despite its high density population and extensive building programme it is still known as 'the garden city'. Greenery abounds everywhere—the intricate of extensive landscaping programmes.  
But many things will be very familiar—supermarkets, T.V. and a whole range of sporting activities. In short, it is possible to lead a western way of life in almost every aspect, if one so wished.  
But, if one wishes to take advantage of the countless attractions associated with living in a varied multi-racial society and which are the very spice of life in Singapore, then this can provide the newcomer with all the excitement that comes with discovering a new way of life.  
The salary levels reflect the importance of the job to be done. Approximate salary ranges including personal, housing and child allowances where appropriate, are as follows:

Single person	£7,429-£13,974
Married couple	£8,195-£14,540
Married couple with two children	£11,515-£17,860

Senior teachers, minimum age 35, are required who have at least 10 years experience in the teaching of English Language and English Literature at 'O' and 'A' levels. Preference will be given to experienced teachers with Honours degrees in English; but other Honours graduates with 10 years' experience or more in teaching English Language and Literature at secondary school levels will also be considered. The appointments are from July, 1980, onwards.

Further details can be obtained from the Teacher Recruitment Unit, Singapore High Commission, 5 Cheong Cheong Street, London, S.W.1. Telephone 01-235 3376 or 01-235 9067. The first interviews are scheduled to be held in the United Kingdom from early March, 1980.

REPUBLIC OF SINGAPORE

## London Borough of BRENT

### County School Meals Organiser (Male or Female)

Salary scale on the Southbury Principal Range: Points 23 to 25, £7,704 to £8,316.  
This post will be vacant from the end of February, 1980, on the retirement of the present holder. Resourceful and imaginative successor sought who must have appropriate professional qualifications and senior experience of large-scale catering, preferably in the School Meals Service, and who will have considerable scope in complete radical reorganisation of the service, within greater freedom of operation proposed under current legislation.  
The County Organiser, based in Chesham, enjoys very full delegated responsibility and powers for the operation of the School Meals Service with the support of the Deputy and four Area Organisers based in the Area Education Offices.  
Car allowance payable.  
Closing date February 8, 1980.  
Application forms and further particulars from the Director of Education, County Hall, Chesham PO19 1RP on receipt of a stamped addressed envelope.

## West Sussex County Council



## City of Salford

### EDUCATION DEPARTMENT

#### PRINCIPAL CAREERS OFFICER

Ref: 7274/TES  
P.O. 2, £8,927-£7,329 p.a.

Applications are invited from graduates or other suitably qualified persons with suitable experience in the Local Education Authority Careers Service or experience in the Personnel/Training field for the post of Principal Careers Officer with the recently reorganised Careers Service in Salford. He/She will be responsible for the organisation and management of the Authority's Careers Guidance Service and for the coordination and control of the staff of the service including professionally qualified staff. Further particulars are available on application.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Salford, Manchester M7 2BN Tel: 061-793 3158. Closing date 1st February, 1980.

### COUNCIL OF ENGINEERING INSTITUTIONS

#### CAREERS INFORMATION OFFICER

(Negotiable around £5,000 p.a.)

This is a new post in a career counselling role. It is essential that applicants have a good knowledge of National Education systems and of committee servicing while some knowledge of the Engineering profession is desirable.

The successful applicant is likely to be aged 25-35; the post is based on the C.E.I.'s London office but some travelling within the UK will be involved.

Applications with full particulars (o.v.) to The Executive Secretary, C.E.I., 2 Little Smith Street, London WC2R 1PL.

### INTERNATIONAL BACCALAUREATE OFFICE

#### DIRECTOR OF EXAMINATIONS

The International Baccalaureate Office proposes to appoint a Director to take charge of the Examinations Office which is being established in Southampton (UK).

Applicants should have the following qualifications:  
— administrative experience, particularly in the field of examinations;  
— if of English mother tongue, a working knowledge of French;  
— some knowledge of modern methods of assessment.

Since this will be a senior appointment in the organization, IBO is seeking an applicant with a genuine concern for international education.

Salary at an appropriate point on University Senior Lecturer/Reader scale, i.e. £8,800-£10,775.

It is hoped that the successful applicant would be able to take up the appointment on 1 June 1980 and assume full responsibility for the IBO Examinations Office from 1 September 1980.

Applicants accompanied by curriculum vitae and the names of two referees should reach the International Baccalaureate Office, Palais Wilson, CH 1211 Geneva 14 by 15 February 1980. Interviews will be held in London.

### Central Bureau for Educational Visits and Exchanges

#### Executive Officer—Teacher Exchange (Europe)

Applications are invited for the post of EO responsible for the administration of the teacher exchange scheme with Europe. Applicants should be graduates, with teaching and/or administrative experience and a well-founded knowledge of the British education system. Candidates with a knowledge of French and German will be preferred. The work demands considerable routine paperwork for which meticulous attention to detail is essential.

Starting salary is in the region of £5,200. For further details and an application form please write to or telephone the Establishment Department, Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 9PN. Telephone: 01-488 5101 Ext. 238.

### ADMINISTRATION

#### General continued

### ROYAL NATIONAL INSTITUTE FOR THE BLIND

#### ASSISTANT LEADERS

Over 100 references in the past 10 years in the field of education have been received from graduates and other suitably qualified persons with suitable experience in the Local Education Authority Careers Service or experience in the Personnel/Training field for the post of Assistant Leader with the recently reorganised Careers Service in Salford. He/She will be responsible for the organisation and management of the Authority's Careers Guidance Service and for the coordination and control of the staff of the service including professionally qualified staff. Further particulars are available on application.

Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Salford, Manchester M7 2BN Tel: 061-793 3158. Closing date 1st February, 1980.

### Child Care

#### HAMPSHIRE

#### REQUIREMENTS

Required for January 1980, on a 36 month probationary period, to join a team of four to five staff in the Hampshire Child Care Service. The successful applicant will be responsible for the day-to-day running of the service and will have a direct line to the Director of Child Care. The successful applicant will be responsible for the day-to-day running of the service and will have a direct line to the Director of Child Care.

Salary range: £10,799 - £11,858 (including London weighting allowance of £1,000 per annum Special Allowance)

This is a key post involving specialist work with children who have physical and mental handicaps and children with symptoms of emotional disturbance. The successful applicant will be responsible for the day-to-day running of the service and will have a direct line to the Director of Child Care.

Applications with full particulars (o.v.) to The Executive Secretary, C.E.I., 2 Little Smith Street, London WC2R 1PL.

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### Educational Psychologists

#### SANDWELL

#### REQUIREMENTS

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Salary range: £10,799 - £11,858 (including London weighting allowance of £1,000 per annum Special Allowance)

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### Lancashire County Council

#### EDUCATION DEPARTMENT

#### CAREERS OFFICERS

Salary Scale AP3/4 £4,080 to £5,067

Lancashire is looking for qualified Careers Officers to undertake the full range of professional duties in the Education Department. There are vacancies in various parts of the County. There are vacancies in various parts of the County. There are vacancies in various parts of the County.

Further information and application forms may be obtained from The Chief Education Officer, P.O. Box 11, County Hall, Preston PR1 8B, quoting reference A7011/JM.

Closing date for receipt of applications 4th February 1980.

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### WELSH JOINT EDUCATION COMMITTEE

#### EXAMINERS

#### APPOINTMENT OF EXAMINERS

Applications are invited from graduates or other suitably qualified persons with suitable experience in the Local Education Authority Careers Service or experience in the Personnel/Training field for the post of Principal Careers Officer with the recently reorganised Careers Service in Salford. He/She will be responsible for the organisation and management of the Authority's Careers Guidance Service and for the coordination and control of the staff of the service including professionally qualified staff. Further particulars are available on application.

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